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PREFACE

I took over charge as Commissioner of Linguistic Minorities on 30th July, 1957 and the office has been located in Allahabad from 27th October, 1957.

This report is being submitted to the President under Article 350-B(2). It deals with matters relating to safeguards for linguistic minorities provided under the Constitution and elaborated in the Memorandum on Safeguards for Linguistic Minorities which was laid before Parliament and approved by it. The President has directed that the first report should be for the year ending 31st July, 1958. This report, accordingly, covers only the period 30th July, 1957 to 31st July, 1958.

In the re-organisation of the States it was not possible to avoid having some tracts where there were a number of people belonging to more than one language group. Most of the trouble based on linguistic grounds is in these tracts. Great care was necessary so that the situation in such tracts should not get aggravated. In a number of instances the State Governments, when their attention was drawn to the complaints received, agreed to set things right.

Where a representation was made by a body or organization its name has been given in the report. The quotations in Chapter IV(D) are from the rules of the Public Service Commission of a State the name of which has been omitted as there may be such rules in force in other States also, from which copies of the rules had not been received.

There was delay in receiving replies from most of the States to the Questionnaire [Appendix C] issued on August 21, 1957 and some of the States have even now either not sent replies or not sent full or complete replies. The views of the State Governments on some of the representations made were also ascertained after considerable delay. It is no doubt true that the States have to look into these matters before they can send their replies and that no doubt takes time. It is, however, hoped that prompt attention would be given to communications from this office to prevent unnecessary delay.

In September 1957 the Southern States of Madras, Andhra Pradesh, Mysore and Kerala appointed a small Committee consisting of Shri C. Subramaniam, Finance Minister of Madras, Shri Kala Venkatarao, Minister, Andhra Pradesh, Shri Nijlingappa, the then Chief Minister of Mysore and Shri E. M. S. Namboodiripad, Chief Minister of Kerala with Shri Subramaniam as Convener to give effect to the decisions embodied in the memorandum on safeguards for linguistic minorities. The Committee has not yet been able to

(ii)

finalise its proposals and several matters raised have, therefore, remained still unsettled.

It must be acknowledged with thanks that every assistance was given to the Commissioner by the States that he visited in the course of his tours.

26, HAMILTON ROAD,
ALLAHABAD,
23rd December, 1953.

B. MALIK,
Commissioner.

CHAPTER I

Early in the year 1954 the Government of India appointed a Commission for reorganisation of the States. The Commission went into the question in some detail and submitted its report in September 1955. In the course of the investigation the Commission found that even if in framing the State boundaries linguistic principles were rigidly applied the problem of linguistic minorities would by no means be solved. This was because not all the language groups were so placed that they could be formed into separate States. There were a large number of bilingual belts between different linguistic zones and there existed areas with a mixed population even within unilingual areas. This problem of linguistic minorities was more acute near the boundaries of each unilingual or bilingual State and there were important places within a State where there were multi-lingual groups in various strengths

During the course of its investigation, it was strongly urged before the State Reorganisation Commission that the safeguards in the Constitution had proved inadequate and ineffective. Whatever the merits of this assertion, the Commission had to take into consideration the fact that a large section of public opinion, both among the proponents and the opponents of linguistic States, favoured the strengthening of the existing constitutional guarantees to linguistic minorities.

The broad principles and objectives which governed the States Reorganisation Commission's approach were stated as follows:—

- “(i) as the problem of linguistic minorities is common to unilingual as well as polyglot areas, the measures to be adopted should be such as can be applied to linguistic as well as composite States,
- (ii) while minorities are entitled to reasonable safeguards to protect their educational, cultural and other interests, it has to be borne in mind that such safeguards should not so operate as to perpetuate separatism or to impede the processes of natural assimilation;
- (iii) the system of guarantees to minorities should not be such as to lend itself to misuse by parties interested in promoting a sense of disloyalty to the State; and
- (iv) it should be clearly understood that a State, in which a particular language group constitutes the majority, cannot be considered to be the custodian of the interests of all people speaking that language, even when they are residents of other States.”

The problem was examined in detail by the States Reorganisation Commission in paragraphs 770 to 791 of its report and the Commission then examined the question of the agency for enforcing the safeguards.

As a result of the report of the Commission certain amendments were made in the Constitution by the Constitution (Seventh Amendment) Act, 1956, and Articles 350A and 350B were added to the Constitution.

Article 350B provides for the appointment by the President of a Special Officer who is to investigate all matters relating to the safeguards provided for the linguistic minorities under the Constitution.

As a result of the said amendment, a Commissioner for Linguistic Minorities was appointed and he took over charge on the 30th July 1957.

CHAPTER II

Under Article 350B of the Constitution the Commissioner for Linguistic Minorities has to investigate matters relating to the safeguards provided for the linguistic minorities under the Constitution and report to the President upon those matters at such intervals as the President may direct.

The provisions in the Constitution relating to the safeguards given to the linguistic minorities are as follows:—

- (a) Article 29(1) provides that any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- (b) Article 29(2) is to the effect that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of the State funds on grounds only of religion, race, caste, language or any of them.
- (c) Article 30 confers on the minorities a right to establish and administer educational institutions of their choice and part (2) of this Article provides that there shall be no discrimination in making grants to such educational institutions. Article 337 makes a special provision with respect to educational grants for the benefit of Anglo-Indian community for a limited period of ten years from the date of the commencement of the Constitution.
- (d) Article 350 gives every person a right to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.
- (e) Article 350A provides that every State and local authority shall endeavour to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups and the President shall issue such directions as he may consider necessary for the purpose.

These Articles specifically deal with the rights of linguistic minorities.

It is not necessary to mention here the other Articles of the Constitution dealing with language or with fundamental rights, as strictly speaking they cannot be said to relate to "safeguards provided for linguistic minorities" under the Constitution, which under Article 350B(2) the Special Officer has been authorised to investigate. Article 350B of the Constitution can, however, be so

interpreted as to include therein infringement of general safeguards in the Constitution meant for all including the linguistic minorities, which affects adversely the linguistic minorities as such.

It may be useful to mention that a linguistic minority in a State is any group of people whose mother tongue is different from the mother tongue of the majority in the State, district, part of a district or Taluk. Such minority language need not necessarily be one of the fourteen languages mentioned in the Eighth Schedule of the Constitution.

CHAPTER III

The safeguards proposed for the linguistic minorities in the States Reorganisation Commission Report were carefully examined by the Government of India in consultation with the Chief Ministers of the States and the action which had been taken or was proposed to be taken was communicated in the Ministry of Home Affairs letter No. 20/5/56-SR-I, dated 19th September 1956, forwarding a copy of the memorandum on the safeguards for linguistic minorities (which was laid before and approved by the Parliament), for implementing the decisions embodied therein. This memorandum is Appendix 'A' to this report and it has been hereafter referred to as "the memorandum". There is a reference in "the memorandum" to the resolutions passed at the Provincial Education Ministers' Conference in August 1949. For facility of reference the relevant resolutions are given in Appendix 'B'.

The safeguards for linguistic minorities mentioned in "the memorandum" may broadly be classified under the following heads:—

(a) *Educational facilities*

Educational facilities which would include facilities for instruction in the mother tongue, facility for learning the mother tongue, recognition of schools established by linguistic minorities and giving of government, municipal or other grants-in-aid to them in the same proportion as to other similar institutions, admission in educational institutions (including technological, engineering, medical, etc.) and such other facilities.

(b) *Recruitment to State and Subordinate Services*

Equal facilities to be given to linguistic minorities in the matter of selection. "The memorandum" provides that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State Services (not including subordinate services), English or Hindi, or the language of a minority consisting about 15 to 20 per cent. or more of the population of a State; a test of proficiency in the State language may in that event be held after selection and before the end of probation. Where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as a medium for the purpose of competitive examinations in the district.

(c) *No discrimination against in trade, business etc.*

Equal facility for carrying on trade, commerce, and intercourse, etc.

(d) *Unilingual and bi-lingual States and recognition of minority language as official language in the State or in any part thereof*

A State is to be recognised as unilingual where one language group constitutes 70 per cent or more of its entire population.

As bi-lingual if there is a substantial minority constituting 30 per cent. or more of the population.

The same principle should be applied at the district level and a minority language may be recognised as official language where 70 per cent. or more of the total population of a district consists of a group which is a minority in the State as a whole.

(e) *Publication of notices and rules*

Publication of important Government notices and rules etc. in the minority language where a linguistic minority consists of 15 to 20 per cent. of the total population of the Taluk, District etc.

CHAPTER IV

On the 21st August 1957 the Commissioner for Linguistic Minorities issued a Questionnaire to all the States for eliciting information on various matters relating to the linguistic minorities. A copy of the said Questionnaire is given in Appendix 'C' to this report. The Questionnaire was based on "the memorandum".

There was considerable delay in receiving replies and a number of reminders had to be sent to the various States. Some of the States have not yet sent replies or full and complete replies to the Questionnaire. A separate chart giving the names of the States from which replies, tentative replies or no replies have so far been received is given in Appendix 'D'; and the replies that have been received are contained in Appendix 'E'. A summary of the replies received is given below, arrayed under the main heads given in Chapter III.

A—Education

(i) *Primary Education*

In accordance with Article 350A of the Constitution of India every State or Local Authority should endeavour to provide adequate facilities for instruction in the mother tongue at the Primary stage of education to the children belonging to linguistic minority groups.

With the exceptions given below all the States from whom replies have been received so far have intimated that Primary Education is imparted in the mother tongue, in case ten students in a class or forty students in a school have as their mother tongue a language other than the regional language.

In the Punjab area of that State the linguistic minorities can opt for a medium of instruction of their choice and are not confined merely to Hindi and Punjabi, but the same is not the case in the government institutions in PEPSU area where Hindi is the medium of instruction in Hindi zone and Punjabi in the Punjabi zone.

In those parts of Madhya Pradesh which were previously in Madhya Bharat, Vindhya Pradesh and Bhopal the position is not very clear but in the rest of the State Primary Education is imparted in the mother tongue if there are ten students in a class or forty students in a school whose mother tongue is other than the regional language.

(ii) *Secondary Education*

The resolution adopted by the Provincial Education Ministers' Conference held in August 1949 was as follows:—

- (a) If the number of pupils whose mother tongue is a language other than the regional or State language is sufficient to

justify a separate school in an area, the medium of instruction in such a school may be the mother tongue of pupils. Such schools will be recognised for the purposes of grants-in-aid from Government according to prescribed rules.

- (b) Government will also provide similar facilities in all Government and District Board schools, where one-third of the total number of pupils of the school desire to be instructed in their mother tongue.
- (c) Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.
- (d) The regional language will be a compulsory subject throughout the secondary stage.

From the replies received it appears that the States are adhering to the principles laid down and the facilities contemplated are being provided.

The Education Ministry, in consultation with the State Governments, has evolved the three language formula which is as follows:—

First Formula

- (a) (i) Mother tongue, or
- (ii) Regional language, or
- (iii) A composite course of mother tongue and a regional language, or
- (iv) A composite course of mother tongue and classical language, or
- (v) A composite course of regional language and classical language.
- (b) Hindi or English.
- (c) A modern Indian or a modern European language provided it has not already been taken under (a) and (b) above.

Second Formula

- (a) As above.
- (b) English or a modern European language.
- (c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).

Majority of the States have accepted the Second Formula, but there are certain exceptions and their views are as follows:—

Kerala:

“Second formula accepted as follows:—

- (a) (i) Regional language or any language other than English and Hindi
- (ii) Regional language (Compulsory) Malayalam/Tamil.
- (b) English.
- (c) Hindi.”

Madras:

"The following formula has been adopted on the recommendations of the Legislature Committee in the White Paper on Education—

LANGUAGES:—Part I. Regional language.

Part II Hindi or any other Indian language not included in Part I

Part III. English or any other non-Indian language.

(The formula is so designed as not to impose either Hindi or English on any pupil.)"

(iii) *Affiliation of schools and colleges situated in a State, to Universities located outside the State, and receipt of grants-in-aid by them*

The minorities whether based on religion or language have a right to establish and administer educational institutions of their choice and the State cannot discriminate in granting aid to such educational institutions, *vide* Art. 30 of the Constitution.

As such, every State should have arrangements for affiliation of schools and colleges, in respect of courses of study in the mother tongue of the linguistic minorities, to universities and other authorities within the State itself. In cases where this arrangement was not possible it is contemplated that such institutions be permitted to seek affiliation to appropriate bodies located outside the State and that this outside affiliation should not act as a bar against their getting equal support from the State Government in which they are located.

Generally speaking the States have agreed to allow the linguistic minorities the privilege of getting their institutions affiliated to universities outside their own boundaries.

Andhra Pradesh has expressed its disagreement to the proposal for fear of creating strained relations between the universities in the adjoining States. There are, however, no institutions in the State which have asked for affiliation outside the State and there has, therefore, been no occasion of a refusal in this regard.

The view of the Kerala Government is that the Kerala University Act XIV of 1957 does not allow any educational institution within the State, save with the sanction of the Chancellor, to seek or continue affiliation in any other university. There are at present a few colleges affiliated to the Madras University which position has been permitted to continue for some time more, and grants-in-aid are also being allowed.

West Bengal, Rajasthan and Uttar Pradesh are still considering the matter.

In Bombay secondary schools having media of instruction other than those accepted by the Bombay S.S.C. Examination Board have been permitted to seek affiliation to appropriate bodies outside the State. The rules on the subject have been amended to allow such affiliation.

B—Official Language

For purposes of Article 347 of the Constitution the Government of India agreed with the States Reorganisation Commission that a State should be recognised as unilingual only where one language group constituted about 70 per cent. or more of its entire population and that where there is a substantial minority constituting 30 per cent. or more of the population, the State should be recognised as bilingual for administrative purposes; and that the same principle might hold good at the district level.

Recognition of a State as uni-lingual or bi-lingual is without prejudice to the right exercised by any one resident in the State under Article 350 of the Constitution, to submit a representation for the redress of any grievance in any of the languages used in the Union or the State as the case may be.

Where there is a linguistic minority constituting 15 to 20 per cent. of the total population in that area, important government notices and rules should also be published in the language of the minority.

So far, as it appears from the replies received, the Legislatures of the States of Madhya Pradesh, Rajasthan, Bihar and Uttar Pradesh have adopted Hindi as the official language in those States.

In Madras Tamil has been recognised as the official language (see Madras Official Language Act of 1956—Act XXXIX of 1956).

In Andhra Pradesh English continues to be the official language, but the State is considering the question of declaring the regional language (Telugu) as the official language of the State under Article 345.

The Kerala Government have appointed an Official Language Committee to go into the question and the matter is still under consideration. They have in the meantime (from December 31, 1957) declared Hosdrug Taluk as a bilingual area.

Orissa had adopted Oriya as the official language of the State under the Orissa Official Language Act, 1954.

In Punjab the Sachar and Pepsu formulae provide for the use of Hindi and Punjabi as regional languages in different zones of the State

The States that have linguistic minorities concentrated to the extent of 15 to 20 per cent. in some of their areas have accepted the principle of publishing important government notices, rules, etc. in the language of the minority group.

C—Recognition of minority languages as medium for examinations conducted for recruitment to services

The Government of India advised the State Governments that candidates should have the option to elect English or Hindi, or the language of a minority constituting about 15 to 20 per cent. or more of the population of a State as the medium of examination, in any

examination conducted for recruitment to the State Services (not including subordinate Services). The State Governments were also advised that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as a medium for the purpose of competitive examinations in the district.

In Andhra Pradesh the practice is as follows:—

For examinations of the S.S.L.C. Standard the Public Service Commission allows the general knowledge paper to be answered in English or the regional languages, i.e. Tamil, Telugu, Marathi, and Urdu. For examinations of a standard higher than S.S.L.C. the medium of examination is English.

So far as Departmental Examinations are concerned—

- (i) Where a test in only one language has been prescribed in the special rules it has to be taken in Telugu, the principal language of the State; and
- (ii) where a second language test is also prescribed in the service rules it should be—
 - (a) in Hindi or Urdu in respect of the State Services, and
 - (b) in Hindi or Urdu or in the districts of Srikakulam, Anantapur, Chittoor or Adilabad, Oriya and Kannada, Tamil or Marathi respectively in respect of subordinate services.

The State Governments of Kerala, Orissa, Mysore and Uttar Pradesh have reported that as the minorities do not form more than 15 per cent. of the population, the question of recognition of minority languages as medium of examination for recruitment to services does not arise

The West Bengal Government have deferred action in this regard till a decision is taken on the issue of official language of the State.

Madhya Pradesh Government have reported (Letter No. 2223/6789/I(5), dated April 4, 1958) that recruitment to services in the State is not made through competition examinations, but they have noted the recommendation made by the Government of India in this behalf

The Assam Government have not yet finalised their rules for recruitment to services

The State Governments of Bombay and Punjab have made no comments on this point.

D—Domicile rule

All the States are of the view that with the enactment of the Public Employment (Requirement as to Residence) Act 1957, all restrictions relating to domicile for entry into government service are removed.

For the people of Telengana area in Andhra Pradesh, however, special safeguards have been provided for a period of five years in so far as recruitment to subordinate service is concerned.

No such restriction existed in Kerala even before the passage of this Act.

The Bombay Government have also issued a notification stating that there is no restriction to any citizen of India for being considered for permanent appointment in the State and that there shall be equality of opportunity for all citizens in matters relating to appointment to any office in the State.

Article 16 of the Constitution makes it obligatory that there should be equality of opportunity for all citizens in matters relating to employment or appointment to any office under a State. Some States have, however, made rules which are indirectly discriminatory, e.g. "they must hold a degree of a University established by law in (the State) or in other University recognised for the purpose by the Governor of (the State)". In Appendix 'A' the qualifications given are as follows:—

"A candidate must be—

- (a) a citizen of India whose original domicile is in (the State) provided he has not acquired a domicile elsewhere;
- (b) a citizen of India whose original domicile is not in (the State) but who has acquired a domicile in (the State) and has resided there for not less than five years at the date on which he applied for recruitment to the service or post; or
- (c) (i) a citizen of India; and
- (ii) a person who has migrated or may hereafter migrate from Pakistan to reside permanently in this State, in whose favour a declaration of eligibility has except as hereinafter provided, been issued by the Governor of (the State), etc".

The requirement that the candidate must hold a degree of a University established by law in (the State) or in other University recognised for the purpose by the Governor of the State is also discriminatory. The original requirement used to be a degree of a University established by law in India or any other University recognised for the purpose by the Governor of the State

It may be mentioned that according to the Rules for selection to the Engineering Service Class I of one of the States it is stated that preference is to be given to candidates who are graduates of the College of Engineers of that State and it is only if suitable candidates from that College of Engineers are not available that outsiders may be taken.

E—Restrictions on private rights in respect of contracts for fisheries, etc.

Under the provisions of the Constitution of India every State is required to grant freedom of trade, commerce and intercourse and the right to equality of opportunity to all citizens.

The State Governments of Delhi, Kerala, Madhya Pradesh, Orissa, Tripura, Uttar Pradesh and West Bengal have reported that no restrictions in respect of trade, commerce, intercourse and the right of equality of opportunity have been imposed.

The Governments of Andhra Pradesh and Mysore have also accepted the recommendation made by the Government of India.

In Assam the concessions granted by the State Government under Article 46 of the Constitution to certain backward classes of people in the matter of allotment of fisheries, contracts, etc. still continue; otherwise it is said, there is no discrimination.

CHAPTER V

SOUTHERN ZONE

In September 1957 the States of Andhra Pradesh, Madras and Kerala of the Southern Zone and Mysore appointed a Sub-Committee consisting of the Chief Ministers of Mysore and Kerala, the Revenue Minister of Andhra Pradesh and the Finance Minister of Madras, to give effect to the decisions contained in "the memorandum" and to frame rules to safeguard the interests of the linguistic minorities. The Finance Minister of Madras State was appointed the Convener.

During his visit to Madras in January 1958 the Commissioner met the Finance Minister of Madras and learnt that the Finance Minister had made certain tentative proposals to the other members of the Committee, but they had not yet sent their views and the proposals could not, therefore, be finalised.

(a) Andhra Pradesh

Representations were received from linguistic minorities in Andhra Pradesh whose mother tongue is Urdu, Kannada, Tamil and Oriya, and a deputation of the Linguistic Minorities Committee of Hyderabad met the Commissioner on the 5th February 1958 when he visited Hyderabad. Many of the points raised before the Commissioner were not within his jurisdiction. The points that have some bearing on the work of the Commissioner are given below:—

The Urdu speaking minority claimed that—

- (1) Arrangement should be made to impart instruction through the medium of Urdu in all such Government and Municipal schools in which the number of students whose mother tongue is Urdu is 40 or 15 per cent. or more of the total number of students in the school, whichever is less;
- (2) In areas where the population whose mother tongue is Urdu is 15 per cent. or more, use should be made of Urdu along with Telugu, in the publication of Government notices, electoral rolls, signboards etc.; petitions and documents written in Urdu should be entertained in courts and work in offices should be carried on in Urdu along with Telugu;
- (3) In the towns of Hyderabad and Secunderabad and such other towns where the population whose mother tongue is Urdu is at least 15 per cent., business in municipal and other offices should be carried on in Urdu along with Telugu;
- (4) It was said that a large number of Urdu schools had been closed during the past ten years and services of a number of teachers had been dispensed with on the ground that

they did not know the regional languages of the former Hyderabad State, namely, Telugu, Marathi or Kannada;

- (5) Arrangements for teachers' training through Urdu should be made;
- (6) Vakils, pleaders and advocates who know only Urdu had been put to serious economic difficulties as they were not able to carry on their profession;
- (7) Urdu should not be eliminated from the signboards of Government offices, schools and other institutions, as also signposts on the roads in the Hyderabad City which has a large Urdu speaking population;
- (8) At Nizamabad, out of 400 students of the Government Multi-purpose High School nearly 300 had Urdu as their mother tongue, but technical and scientific subjects were now being taught only through Telugu as financial difficulties did not permit arrangements to be made for teaching these subjects through Urdu also;
- (9) There was dearth of Urdu teachers and arrangements should be made to supplement their number.
- (10) To safeguard the interests of the linguistic minorities it was suggested that a special officer of high status and seniority may be appointed by the Education Department to look after the interests of the linguistic minorities in all matters connected with education and sufficient funds should be provided for teaching of technical and scientific subjects in Urdu.

The Andhra Pradesh Government in their letter No. 45/58-2, dated January 15, 1958, say that—

“So far as Andhra Pradesh is concerned, the position in regard to the use of Urdu in the administrative, judicial and educational structure of the State has been safeguarded for a period of five years according to the agreement reached between the leaders of Andhra and Telangana on the eve of States Reorganisation and no restrictions have been imposed by this Government on the use of Urdu in this State. The position of Urdu in this State remains therefore unaffected, even after reorganisation and no action is, therefore, called for on the resolution passed by the Anjuman-e-Taraqqi-e-Urdu, Aligarh so far as Andhra Pradesh is concerned.”

On behalf of the Kannada speaking people it was represented that—

- (1) In the districts of Chittoor, Anantapur, Kurnool, Mahboobnagar, Gulbarga and Bidar, the Kannadigas formed a fair proportion of the population. Provision should, therefore, be made for imparting instructions through the medium of Kannada language;

- (2) Use of Kannada language in answering question papers at the Public Service Commission examinations should be allowed.

On behalf of the Tamil speaking population it was claimed—

- (1) that Tamil should be recognised as one of the regional languages;
- (2) that knowledge of Telugu, Marathi or Kanada should not be insisted upon at the time of recruitment to services;
- (3) that adequate provision should be made for teaching of Tamil in the schools.

On behalf of the Oriya speaking people it was claimed—

- (1) that due consideration of seniority was denied to members of the Oriya community by the Srikakulam District Board;
- (2) that no Oriya teachers are appointed in the bilingual areas by the District Board, Srikakulam;
- (3) that Oriyas are compelled to learn Telugu and other regional languages.

The Linguistic Minorities Committee of Hyderabad claimed—

- (1) That teachers belonging to linguistic minorities are required to learn Telugu and when they fail to do so they are either dismissed or denied promotions and increments.
- (2) That if Telugu is not made compulsory in Marathi schools in the secondary stage grants-in-aid by the Government are stopped. They claimed that Telugu should not be made compulsory in the secondary stage for a period of at least five years.
- (3) That though a large part of the population of Hyderabad is Urdu speaking and was accustomed to do its work in Urdu, out of the eight Magistrates in the Hyderabad City Criminal Court, three, including the Chief City Magistrate, do not know Urdu which causes great hardship.
- (4) That the present employees should be afforded facilities to learn Telugu at Government expense and knowledge of Telugu should not be a condition for recruitment for a period of five years.
- (5) That linguistic minorities should be given a chance to pick up working knowledge of Telugu within five years of their recruitment.

As regards the general suggestions made by the linguistic minorities they are under consideration by a Sub-Committee appointed by the States of Andhra Pradesh, Kerala, Madras and Mysore of which mention has already been made. The Committee has not yet finalised its proposals.

The Commissioner discussed the various matters with the Governor, the Chief Minister, the Finance Minister, the Chief Secretary, the Deputy Director of Public Instruction and Assistant

Secretary of the General Administration Department and was satisfied that attempts were being made, as far as possible, to implement the resolutions passed in the Education Ministers' Conference held in 1949 which is mentioned in the memorandum, and though in the **beginning** as a result of the reorganisation of the States some difficulties might have been felt the State Government was looking into them and taking all necessary steps to remove the same. The agreement arrived at between the leaders of the respective areas at the time of the formation of the present State of Andhra Pradesh (which will be found at Appendix 'F'), it was claimed, was also being fully respected.

Telugu is the principal language in the State but recognition has been given to Urdu as a regional language in all the districts of Telangana. Similarly, Marathi has been recognised as a regional language in Adilabad district. A copy of these resolutions will be found at Appendix 'G'.

In the erstwhile Hyderabad High Court English was made the official language and English continues to be recognised as the official language in the High Court and courts subordinate thereto. In the courts and offices directly under the control of the State Government, such as Revenue Courts, Panchayats etc. translated copies of petitions, documents etc. are not asked for and it is incumbent upon the court to get these translated in case it happens to be in any language other than the regional language. Similarly, documents in English or in any of the recognised regional languages are also accepted for registration.

For State Services English is the general medium of examinations held for recruitment by the State Public Service Commission.

The following statements which give useful information relating to the linguistic minorities were furnished to the Commissioner:—

- (1) Statements showing language-wise population in each district (Appendix 'H'), and
- (2) Statements showing language-wise distribution of schools in Andhra and Telangana (Appendix 'I').

A perusal of these statements will go to show that a genuine effort has been made to meet the needs of each linguistic group. Grievances of the linguistic minorities are likely to continue to exist for some time. With the limited resources at the disposal of the States it might be difficult for them to fully satisfy the ever-increasing demands of the people whether they belong to the majority or the minority linguistic group. As regards the posting of officers it was pointed out that it was not always possible to confine an officer to a particular region and some difficulty may from time to time be felt when an official is posted to a district with the language of which he was not familiar; but generally such postings are avoided.

(b) Madras

The Dakshina Malayala Minority Samaj has put forward the grievances of the Malayalam speaking minority in Madras State and particularly in the Kanyakumari district. A memorandum was first

submitted to the Government of India in August 1956 which was followed by a deputation which waited on the Chief Minister of Madras and presented before him a memorandum, dated September 11, 1957. The President of the Samaj forwarded copies of the afore-said two memoranda to the Commissioner for Linguistic Minorities with his letter, dated November 6, 1957, along with a copy of a memorandum submitted to the Governor of Madras on July 25, 1957.

A Conference of the Samaj was held at Muzhithurai on November 24, 1957, in which twelve resolutions were adopted. When the Commissioner visited Madras in January 1958 a deputation consisting of representatives of the Samaj waited on the Commissioner. Another memorandum, dated January 24, 1958 was handed over to the Commissioner.

As these memoranda cover a lot of common ground, some of which do not concern this office, it would be necessary to set out only the points that are relevant.

- (1) In the Kanyakumari district, majority of the students belong to the Malayala minority community and they should be provided facilities for receiving instructions in Malayalam not only in the Primary Schools but in the Secondary Schools also.
- (2) It was alleged that in the Kanyakumari district after the reorganisation of the State some difficulty was being felt for dearth of teachers competent to teach in Malayalam.

It has already been mentioned that a small Committee consisting of the representatives of the Governments of Madras, Andhra Pradesh, Mysore and Kerala are considering the question of formulating certain common principles for the protection of the minorities. Their work has not yet been finalised. The tentative views of the Madras Government have been placed before the Committee but the Committee has not yet come to a final decision.

As regards the shortage of teachers, from enquiry on the spot the Commissioner found that after the reorganisation of the States many of the teachers opted for Kerala and there had been a reduction in the number of teachers who knew Malayalam. The shortage was, however, being fast made up by fresh appointment.

- (3) Another complaint was that Malayalam school buildings were not being kept in proper repairs.

As no statistics or detailed information was furnished to show that the Malayalam schools were treated on a different basis and were being given less building grant than other schools in spite of the representatives having been asked to do so it was not possible to take up this matter in any detail with the State Government though the complaint was brought to the notice of the Government.

- (4) It was also suggested that a special officer duly qualified in Malayalam be appointed to look after and safeguard the interests of the Malayalam people.

Though the appointment of a special officer may help in his being able to bring to the notice of the State Government any inconvenience suffered, it would probably be wrong in principle to separate the Malayalam speaking people from the Tamil speaking people, and place them under the protection of a special officer.

- (5) In notification G.O.Ms. No. 831, dated March 12, 1957, of the Madras Government relating to the district-wise language qualification for appointment to the Subordinate Grade in the Madras Ministerial Service, Tamil alone is mentioned for Kanyakumari district, whereas Malayalam also is recognised for the districts of Nilgiris and Madras.

The State Government have given recognition to Malayalam as one of the languages for the districts of Nilgiris and Madras, and they might consider doing so for the Kanyakumari district also.

- (6) That the Public Service Commission in their notification, dated October 25, 1957, inviting applications for appointment of Sub-Magistrates in the Madras Subordinate Magisterial Service reserved the appointment for candidates with an 'adequate knowledge of Tamil' and added an explanation that "a candidate will be deemed to possess an adequate knowledge of Tamil if he has either acquired knowledge in that language in the High School courses or if his mother tongue is Tamil". As a result of this definition a candidate who claimed that he knew Tamil quite well but it was not his mother tongue and he had not taken Tamil as one of the subjects for his High School Examination was held to be not eligible for selection and his application was rejected.

This complaint was brought to the notice of the Government of Madras and the Commissioner was informed that the notification issued by the Public Service Commission on October 25, 1957, had subsequently been amended by G.O Ms. No. 3344, dated November 30, 1957, which now provides that only a person with adequate knowledge of Tamil will be recruited to State Service, and that a person having an adequate knowledge of Tamil shall mean a person (i) who has acquired knowledge in Tamil in the High School courses; or (ii) who, whether his mother tongue is Tamil or not, is able to speak, read and write Tamil; or (iii) who has passed the Second Class Language Test in Tamil.

As a result of the representation made by the Dakshini Malayala Minority Samaj, which was forwarded to the Madras Government by the Commissioner, the Madras Government has proposed a reconsideration of the question whether "adequate knowledge" should be considered necessary before or after appointment. Certain proposals have been made by the Government of Madras, copies of which have been sent to the Commissioner, for consideration at a joint meeting of the representatives of the Government of Madras, Kerala, Andhra Pradesh and Mysore so that their decision might ensure a common policy among the southern States on the question of affording sufficient safeguards to the linguistic minorities in the matter of recruitment to the public services. The decision of the Sub-Committee, when arrived at would be included in the next report.

- (7) A further complaint was made that there had been discrimination in the selection of Sub-Magistrates and District Munsifs since none of the candidates selected even from the Kanyakumari district belongs to the Malayala community.

This is obviously a matter beyond the jurisdiction of the Commissioner specially as the selection was made through the Public Service Commission, and as a result of an examination held by it.

- (8) It was further alleged that students of the Malayala minority community find difficulty in securing admission in the professional and technological colleges such as medical and engineering colleges. It was said that they were being discriminated against on the score of language.

It is not possible for the Commissioner to enquire into this matter specially as the selection is made through some sort of a competitive examination. But since the teaching in these subjects is still in English there seems to be no reason why an adequate knowledge of Tamil should be required for admission into technological institutions or medical colleges. This matter has also been brought to the notice of the Madras Government and is under their consideration.

- (9) It was generally desired that instructions be issued that Malayalam and Tamil should be continued to be freely used for official and non-official purposes in the district of Kanyakumari.

It may be mentioned that in the tentative memorandum prepared by the Madras Government, which has not yet been finalised by the Committee mentioned above (or representatives from Madras, Andhra Pradesh, Mysore and Kerala), they have suggested that a list should be prepared of local areas where the minority community consists of 15 to 20 per cent. of the population so that in those areas all notifications, rules and regulations etc. may be issued not only in the regional language but also in the minority language.

- (10) The Malayala community desired that passing of examinations in Tamil at the time of selection for appointments should not be insisted upon in their case.

Paragraph 13 of "the memorandum" deals with the recognition of minority languages as the media for examinations conducted for recruitment to State Services. It provides that English or Hindi or the language of a minority constituting about 15 to 20 per cent. or more of the population of a State may be the media of examination and the test of proficiency in the State language may in that event be held after selection and before the end of probation. The view expressed by several States therefore is that if a minority does not constitute about 15 to 20 per cent. or more of the population of a State this paragraph in "the memorandum" does not apply.

The feeling in some of the States is that qualifications as may be generally prescribed in respect of proficiency in the regional language for purposes of public employment should not be relaxed in favour of pupils who elect to study their mother-tongue in lieu of the regional language.

It may be mentioned here that the Madras Government is reconsidering the question whether adequate knowledge of Tamil should be required before selection and appointment or the candidate should be required to pass a language test in Tamil within the time prescribed therefor as a condition precedent to completion of probation and confirmation of appointment to the permanent public services of the State.

- (11) A small matter but of some significance was brought to the notice of the Commissioner that the names of roads and places, the milestones etc. in the Kanyakumari district were all in Tamil and it was pointed out that it caused inconvenience to the people and they should be both in Tamil and in Malayalam.

This appears to be a reasonable demand. As has already been pointed out, it would be convenient to the people and cause some satisfaction to them, if the Government notifications, bills and receipts etc. meant for the Kanyakumari district are both in Tamil and Malayalam. Same rule should apply to the names of places, roads, milestones etc. No impediment should be put on documents being executed and registered in Malayalam and petitions etc. being filed in courts in that language.

The representatives of the Anglo-Indians and Domiciled Europeans Association of Southern India, Madras, met the Commissioner. Their representations were forwarded to the Government of India. The request was that the Anglo-Indian High School Certificate of the Madras Government be accepted as equivalent to the Senior Cambridge Certificate for recruitment of Anglo-Indians in the Customs Department. They also said that vacancies reserved for Anglo-Indians are often not filled because these vacancies are not properly advertised in the papers and if intimation of these vacancies was given to the General Secretary of the Association he would be able to see that information reached qualified unemployed members of the community. This appears to be a reasonable request.

They pointed out that educational and boarding grant under Article 156 of the Code of Regulations for Anglo-Indian Schools granted to the destitute Anglo-Indian children is discontinued if the child fails once. It was desired that the child should be given one more chance on the recommendation of the Headmaster of the school.

Representation was also made by the Sourashtra Central Board that their language should be recognised as one of the languages in the Madras State, that adequate subsidies should be granted for the preservation of rare manuscripts and unpublished works should be printed at Government cost, that their language should be given full protection, that in the matter of educational facilities, appointment in Government jobs and other public services there should be safeguards for linguistic minorities, that preferential aid should be given to cottage and small-scale industries that may be started by the members of the community and they should have their due share of all other amenities contemplated by Government.

A deputation of the Punjabi speaking minority claimed that special reservation of some seats be made in the schools for the children of

Punjabi speaking people, particularly those belonging to displaced families or from North India who were posted in Madras on government duty. But they admitted that they were very few in number and that their children were receiving education mostly in English schools.

A Sindhi deputation wanted that their children should get education in Hindi or in English, but that in Madras in most of the schools instruction was imparted through Tamil. They admitted, however, that their children were receiving education in the Anglo-Indian Schools where English was the medium of instruction and there was now no difficulty in getting admission in such Schools.

A deputation of the Marathi speaking minority had no particular suggestion and they did not say that they had any difficulty. Some of them had been in Madras for a very large number of years and knew Tamil quite well.

Certain representations were received from the Telugu and Kannada speaking people in the Hosur Taluk including Vepanapalli Firka, district Salem. They claimed that Telugu and Kannada should be declared official languages in the said taluk and their children should be given equal facilities in matters of education at all stages and recruitment to State and Central Government services. They also claimed that the Telugu educational institutions should be allowed to be affiliated to either Mysore or Thirupathy University. One of their complaints was that no proper provision had been made for the teaching of Kannada in the six High Schools and the two hundred Elementary Schools in the Hosur Taluk. It was said, however, that 75 per cent. of the students in the Taluk get their education through Telugu and no change should be made in favour of Tamil.

Another matter that was brought to the notice of the Commissioner on behalf of Dhesiya Telugu Kumarapalayam was that though about 90 to 95 per cent. of the people in the village were Kannada speaking, Tamil was being taught in the schools and representations made on behalf of the Sangam were still pending consideration. It was requested that arrangements may be made for teaching of Kannada in the Five Elementary Schools in village Kumarapalayam.

The representatives from Hosur Taluk met the Commissioner in January 1958 at Madras and the Commissioner discussed with them the various points raised by them in their memorandum.

Since the Committee of Ministers appointed by the States of Madras, Andhra Pradesh, Mysore and Kerala were still considering the common policy to be laid down these matters would be disposed of by the Madras Government in accordance with the policy agreed upon. A request was made that the decision might be expedited and a common policy laid down by an early date. The representatives of the Madras Government informed the Commissioner that they had already prepared a draft of what they considered should be the common policy a copy of which was supplied to the Commissioner but there was delay in getting replies from the other States. Such matters, however, which were within the accepted policy laid down in "the memorandum" the Commissioner was assured would be implemented.

A personal complaint was brought to the notice of the Commissioner while in Madras that two Kannada speaking girl candidates for admission to the M.B.B.S. course were not admitted as they did not know Tamil. So long as the medium of instruction in the Medical College is English there seems to be no good reason why knowledge of any other language should be insisted upon.

As regards the resolution passed by the Trichinopoly Branch of the Anjuman-e-Taraqqi-e-Urdu that facility should be provided to the people whose mother tongue is Urdu in Madras and other States, which was sent to the Madras Government, their reply was as follows:—

“I am directed to state that this Government have examined the requests contained in the resolutions forwarded with the letter cited which they consider to be too vague to call for any remarks. I am however to add that the Urdu speaking population in this State is a microscopic minority spread over half a dozen districts and that their interests cannot be said to suffer on any account.”

(c) Kerala

A representation was received from the Cardamom Planters' Association of South India that most of the cardamom planters, workers and inhabitants of Udumbanchola Taluk (Kottayam district) are Tamils and they are ignorant of Malayalam script, much difficulty and inconvenience are caused to them as all government notices, orders, tax receipts etc. are printed in Malayalam only. It was suggested that all the departments of the Government and the Panchayat Board of Udumbanchola should send their notices, receipts, forms etc. in Tamil also.

The matter was referred to the State Government. The Secretary to the Government of Kerala in the Education Department has replied that the State Government have agreed that such linguistic areas where 30 per cent. of the people do not know Malayalam, forms should be printed both in Malayalam and Tamil or Malayalam and Kanarese as the case may be.

On behalf of the Kannada speaking people a complaint was received about the change made in the railway signboards from Kannada into Malayalam. The complaint has been brought to the notice of the Railway Board for necessary action. It was also pointed out that forms used in courts and other offices are in Malayalam whereas the medium of instruction in almost all the schools to the north of Chandragiri river is Kannada, that clerks employed in the offices have no knowledge of Kannada and the villagers are, therefore, put to great difficulties; that Gram Sevaks and other officials appointed in Manjeswar Block of Community Development do not know Kannada; that Inspecting Officers appointed for schools where the medium of instruction is Kannada do not know Kannada; that Government notifications are not published in Kannada newspapers; that Kannada translation of Land Reforms Bill of Kerala Government has not been published to solicit opinion of the people of this area in spite of the assurances

given by State Law Secretary; that no mention of Kannada has been made in the syllabus for elementary schools; that Government is closing down several Kannada primary schools on the plea that the strength does not exceed 125.

The complaints mentioned above were brought to the notice of the State Government but the reply of the State Government has not yet been received. All these matters and other matters will be considered by the State Government in the light of the agreed policy laid down by the Committee consisting of the representatives of the Madras, Kerala, Andhra Pradesh and Mysore Governments. The State Government has in the meantime declared Hosdurg Taluk a bi-lingual area.

On behalf of the Urdu speaking people the President of the Dakhini Nooral Haidayath Association, Ernakulam has urged that proper facilities for imparting of education in the primary stage to the children whose mother tongue is Urdu should be provided whenever and wherever there is demand for it. That examinations should be held for the selection of Urdu teachers and facilities should be provided for the study of Urdu as used to be the case in the former Madras State, particularly in conducting University examinations like Adeeb Fazil and Munshi Fazil. Urdu courses at the primary, secondary and collegiate stages of education should be opened.

The Kerala Government has informed the Commissioner that facilities for instruction through Urdu have been provided whenever and wherever there is a demand for it. Urdu has been accepted as one of the languages through which instruction can be imparted in schools. The question of conducting University examinations like Adeeb Fazil and Munshi Fazil is under the consideration of the University.

A brochure on the languages of the last census of Kerala State is given in Appendix 'J'.

CHAPTER VI

WESTERN ZONE

(a) Mysore

Representations were received from Mysore from the Tamil, Marathi and Urdu speaking minorities.

On behalf of the Tamil speaking minorities a resolution passed at Robertsonpet, Kolar Gold Fields, on October 3, 1957, was sent to the Commissioner. The demand was for appointment of an enquiry committee to go into the hardships and handicaps which the Tamil linguistic minority were suffering in the State of Mysore in matters of "politics, education, economic advancement, government employment and promotions and even in the ordinary amenities of life". A copy of the resolution was forwarded to the State Government and they replied that as no specific instances of discrimination were mentioned no action could be taken.

The memorialists met the Commissioner during the latter's visit to Mysore in February 1958. It was suggested to them that specific instances of discrimination should be mentioned to enable an enquiry to be made into the allegations. In spite of reminders nothing further has been heard from them.

On behalf of the Marathi speaking minorities a complaint was received that the Mysore Government was introducing Kannada in Marathi Primary Schools in the Marathi speaking areas of Belgaum, Karwar and Bidar districts in Mysore State. The reply received from the State Government was that the apprehension had been caused in the minds of the Marathi speaking people by reason of a circular issued by the Superintendent of Education, who had done so as there was some difficulty in getting an adequate number of teachers to teach in Marathi. A meeting of all the guardians and parents was called on the 9th and 14th of June 1958 and it was explained to them that "Marathi students would continue to have facilities that existed hitherto" and that "Marathi knowing staff would be increased in the institutions at suitable opportunity". A Press Note to the same effect was issued by the Secretary to Government, Education Department and the Circular which had created dissatisfaction was withdrawn.

The other complaint was of a personal nature against the reversion of a student of Standard VIII in the Technical High School Karwar from the Technical to the Academic course on the ground that the boy did not know Kannada, and the school could not arrange for teaching of the Technical course through the medium of Marathi for want of properly qualified staff. A copy of the representation was forwarded to the State Government. The grievance has now been rectified and necessary instructions have been issued by the Mysore Government for the increase in Marathi knowing staff and

directions have been issued to the authorities of the institutions concerned that Marathi students should continue to have the same facilities that had existed hitherto.

On behalf of the Urdu speaking linguistic minorities a number of representations were made to the Commissioner. The Commissioner went to Mysore and discussed the matter with the representative of the Anjuman-e-Taraqui-e-Urdu-Hind Mysore branch. The representative admitted that primary education was being imparted in Urdu to the students whose mother-tongue was Urdu in accordance with the provisions in "the memorandum." He, however, suggested that after the primary stage an opportunity should be given to opt for either Hindi or Kannada as medium of instruction and this arrangement might be continued till the Urdu speaking minorities had familiarised themselves with the Kannada language. That the Orient Research Institute at Mysore should open an Urdu research section and Urdu should be recognised as a major subject for the purpose. That broadcast in Urdu should be more frequent from Mysore and should devote longer time, and that electoral roll should be published in Urdu also. He further claimed that there should be reservation of seats for Urdu speaking minority in colleges, technical schools and technological institutions and that representatives of Urdu speaking people should be nominated to all Government bodies, Primary Education Board, Secondary Education Board, Senate and the University Syndicate, etc.

The Commissioner explained to him that reservation of seats was not possible under the Constitution nor was it proper that the elected bodies should have people nominated to them on linguistic basis.

As regards the education and other facilities the Mysore Government in their letter No. G.A.D.—ICON58, dated January 25, 1958, say that the Government "have agreed to adopt the safeguards mentioned in the Government of India Memorandum on the Safeguards for Linguistic Minorities and on the basis of percentage of Urdu-knowing people in the various administrative units, only those residing in the districts of Bidar and Gulbarga will be eligible for provision of facilities according to the orders of Central Government."

(b) Bombay

The representations received from Bombay were from the Kanada speaking and Urdu speaking minorities. The Kannada Sangha of Ambarnath presented a memorandum dated January 30, 1956, to Shrimati Durgabai Deshmukh which was forwarded to the Commissioner for Linguistic Minorities. The allegations were that there were no facilities for the education of the children of the workers of the WIMCO Match Factory at Ambarnath, and that at least one school upto Class XI should be established where education should be imparted to the students in their mother tongue.

A copy of the memorandum was forwarded to the Bombay Government for such action as it might consider necessary.

On behalf of the Urdu speaking minorities it was suggested that Urdu should be recognised as Regional language in the five districts of Marathwada transferred from the erstwhile State of Hyderabad

to Bombay State; that Urdu classes should be opened in the local schools without the condition of having ten students in a class or 40 students in a school; that aid to private educational institutions should not be stopped merely because they were Urdu schools.

No instances were, however, quoted where this aid had been stopped and, therefore, no enquiry could be made on the point.

The other suggestions made were that non-gazetted government servants should be given at least four years' time to learn the regional language and during that period they should be exempted from the requirement of having adequate knowledge of Hindi and Marathi; that Government gazette notifications, Acts, Rules and Regulations, government pamphlets and hand-bills etc. should be published in Urdu also; that petitions written in Urdu should be accepted by all Revenue and Judicial Departments and evidence should also be recorded in Urdu as it used to be done before and not in Marathi and English only and arguments in courts should also be permitted to be addressed in Urdu; that names of the offices, railway stations, bus-stops etc. should also be in Urdu; that Urdu books and pamphlets should be made available in libraries and schools and colleges in sufficient numbers; that knowledge of Urdu should also be compulsory for the purposes of employment to government services; and that Government Merit Awards and prizes should be given to Urdu writers, poets and scholars also and financial aid should be given to the organisations which promote Urdu.

The suggestions made above were sent to the Bombay Government along with a complaint received that the Collector of Osmanabad district was not justified in asking the Muslim Waqf Board to discontinue correspondence in Urdu.

As regards teaching of Urdu the State Government has in its letter No. OFL 1056/23547-B, dated May 28, 1958, given detailed information with respect to the position of Urdu in colleges and schools:

“Old Bombay State.—Instruction in any Primary or Secondary School can be imparted through the medium of Urdu if the number of pupils wishing to receive instruction through this medium is sufficiently large to justify this Urdu can be studied as a separate subject in the schools and can be offered as a subject for the Secondary School Certificate Examination. Urdu can be offered as a modern Indian language at the Collegiate level also.

Kutch.—Only Gujrati and Sindhi are the media of instruction in the Primary and Secondary Schools in Kutch. However there is no restriction imposed on Urdu as a medium of instruction or subject for study at schools or colleges.”

Saurashtra.—In Saurashtra also there are no restrictions on the use of Urdu as a medium of instruction or as a subject of study in schools and colleges.

Vidarbha.—In Vidarbha “apart from the fact that facilities are provided for the teaching of Urdu as a subject and for its use as the medium of instruction in the Primary and Secondary Schools, independent Urdu schools are established wherever necessary, taking into consideration the local demand. Urdu can also be offered as a subject for the Secondary School Certificate Examination. There are about 262 Urdu Primary Schools and 3 Urdu High Schools. At the college level Urdu can be offered as a subject.”

Marathwada.—“Urdu is one of the media of instruction in those Secondary schools in which there is a sufficient number of Urdu speaking pupils. In Government Secondary Schools Urdu medium is maintained though the number of Urdu pupils is very small. Urdu has been given its due position in Primary and Secondary Schools and Colleges in Marathwada.

On the whole it would be seen that there are no restrictions imposed on the use of Urdu as a medium of instruction as a subject for study in the Primary and Secondary Schools and Colleges, in this State. On the other hand there are facilities for its use as a medium of instruction and as a subject for study and it is being used accordingly wherever the number of such pupils is considerable.”

CHAPTER VII

NORTHERN ZONE

(a) Punjab

From the Punjab representations were received only from the Urdu speaking minority. It was pointed out that the medium of instruction at the Brayne's Meo High School in Gurgaon district was Hindi in Devanagiri script, Punjabi in Gurmukhi script was a compulsory language and Urdu was a secondary language. It was suggested that Urdu ought to be the medium of instruction and that as no text-books had been prescribed Jamia Millia books in Urdu were being used as text-books. These books, it was said, were of a high standard and it was difficult for the boys to follow them.

Representation was also received from a branch of the Anjuman-e-Taraqqi-e-Urdu putting forward its claim that Urdu should be given its rightful place in India and in some of the States like Uttar Pradesh, Bihar, Rajasthan and Punjab etc.

The reply of the State Government is that the language policy in the Punjab is dependent upon the final draft proposals on language question in Punjab (Sachar Formula), language arrangements in erstwhile PEPSU State (PEPSU Formula); and outline of the scheme for regional committees in the Punjab (Regional Formula). That the State Government has been acting in accordance with these formulae which were adopted as a result of common consent. It was pointed out that Hindi and Urdu were more or less the same language, very akin to each other, the same rules of grammar and the construction of sentences apply, the main difference being of script and of the fact of one drawing largely on Persian and the other on Sanskrit for their own vocabularies. It was further pointed out that in the days of Asoka the Great Pali (and even Sanskrit) was written in two scripts, viz. Brahmi from left to right and Khroshti from right to left, that it was more or less accepted that Urdu and Hindi were really the two forms of the same language but in any case to do anything further would require adjustments in the Sachar and PEPSU formulae. That this again would require calm and dispassionate consideration at all levels in a congenial atmosphere. An assurance was given that the State Government had no intention to ignore the claims of Urdu, whatever they be, but that it will complicate matters if any change was made in the formulae without consulting all the parties concerned. It was further pointed out that out of nearly a lac of candidates who appeared in the Middle School Examination in 1958, hardly 25 students took up Urdu as a second language. All others took up Hindi or Punjabi.

(b) Rajasthan

Representations were received from the Urdu speaking minority and from the Sindhi and the Gujrati speaking minorities.

One of the complaints was that Hindi used in bills, acts, rules, notifications etc. is so difficult that it is not intelligible even to those whose mother tongue is Hindi and it is quite beyond the capacity of those whose mother-tongue is Urdu. It was requested that all laws, notifications, etc., which affect the Urdu speaking people should also be published in that language. It was suggested that the President should issue orders under Article 347 of the Constitution to all courts and offices so that applications and documents written in Urdu should be accepted by them and Hindi translation or transliteration should not be insisted upon.

There were a number of other points raised regarding primary and secondary education which have now after the issue of "the memorandum" become of academic interest. It was also suggested that in competitive examinations conducted by the Union Public Service Commission or State Public Service Commission those whose mother-tongue was Urdu should be allowed to answer questions in that language.

The representations were considered and replies sent from time to time both by the State Government as well as the Government of India. The Secretary to the Rajasthan Government, Education Department sent a detailed reply No. D 12702/F.I (956)-Edu-II/56, dated August 22, 1956, to the Secretary, Anjuman-e-Taraqui-e-Urdu, relating to the educational policy of the Government.

On February 11, 1958, the State Government appointed a Committee to look into "questions like teaching of primary school boys in mother-tongue, teaching of regional language in schools, recognition of a particular language of a minority as official language, etc., relating to linguistic minority communities". The Assistant Commissioner for Linguistic Minorities was also invited and in July 1958 the representatives of the linguistic minorities representing the following languages, Urdu, Sindhi, Gurmukhi (Punjabi), Gujarati, Bengali, Marathi and Magadhi; and the Assistant Commissioner for Linguistic Minorities met the members of the committee.

According to the Census of India 1951 the largest concentration of Urdu speaking minority is in Jaipur district—24,500 out of a total population of 16,50,000, the percentage thus being 1.5 only. In Ganganagar district 1,65,000 persons speak Punjabi as their mother-tongue. The total population being 6,30,000 the percentage works out to 26. The Sindhi-speaking minority is mainly in the Ajmer district which has a population of 6,93,000, out of which 44,000 speak Sindhi. Their percentage is thus 6 only.

After prolonged discussions, certain recommendations, more or less unanimously agreed to by the representatives of the linguistic minorities concerned, were made to the Rajasthan Government. The recommendations of the Committee were as follows:—

"Primary Education — (1) Since teaching in mother tongue is essentially required for every student at the primary stage, arrangements must be made for instruction of students belonging to the linguistic minorities group in their mother tongue. Teaching in mother tongue of a linguistic minority group at a School be arranged if there are at least 10 boys of that group in a class or at least 40 boys in all in the School.

(2) The teaching of regional and State language *viz.* Hindi, be introduced in such Schools as a compulsory subject from class III. To begin with, the standard of instruction be two stages below the standard formerly prescribed for the language rising gradually so that the standard be equalised by the time a student of the group leaves class V. A separate syllabus and books for instruction in the regional language shall have to be prescribed to achieve this.

(3) The medium of instruction and examination shall be through the mother tongue up to class V. However, in order to facilitate the switching over to the regional language as their medium of instruction in examination at the secondary stage, students of the minority group in such schools be given the option of answering questions through the medium of their mother tongue from class VI to class VII.

(4) For instruction in schools where linguistic minorities group exist, arrangements of teachers be made by the process of reshuffling so that as far possible no extra financial burden may fall on the State. Wherever, however, no adjustment of the kind be possible an additional teacher be deputed for instruction of the students of minorities group.

(5) Courses and books in various subjects for instruction in each of the above minority language be arranged. This would take time and as such it would have been ideal to start the schools from one to two years. However, the question has already been pending for a long time it does not appear to be advisable to postpone it any longer for any reason and the difficulty be solved by adopting the courses and books as obtaining in other States as a transitory measure for two years during which time the State should be able to prescribe its own courses and books.

(6) The scheme be brought into effect from July 1958 and with that view, the Director of Education be requested to prescribe courses and books by selection from amongst those existing in other places in the corresponding subjects. If necessary, publishers could as well be asked to submit books for consideration of the Department in this connection.

(7) *Secondary Education.*— The medium of instruction at the secondary stage must be Hindi throughout the State. The study of mother tongue of a linguistic minority group may, however, be allowed as optional subject

(8) In classes VI, VII and VIII Sanskrit is at present a compulsory subject. The study of mother tongue as an optional subject would, therefore, require a revision in this behalf. The linguistic minority group student may have an option to study either Sanskrit or his mother tongue, provided the number is at least 10 of that group in a class or at least 40 in all in the School. In respect of all other students Sanskrit must continue as a compulsory subject.

(9) The decisions of the former Ajmer State Government in respect of the Sindhi Schools in Ajmer district should be implemented in due course.

(10) Appropriate steps may be taken for including minority languages as subjects of optional study at Secondary and University level.

(11) *General*—Important Municipal Notices and Rules of Ajmer and Ganganagar Municipalities should be published in Sindhi and Punjabi respectively. This facility may be allowed in other municipal towns also to a linguistic minority or minorities provided it is at least 15 per cent of the total population of the town.

(12) In the examinations conducted for recruitment to the State Services, Hindi should not be a compulsory subject for linguistic minority groups of Rajasthan for a period of 7 years and that a proficiency test in Hindi be held after their selection to the service but before the end of the probationary period.

(13) If the Secondary Board or the University is not able to affiliate a Linguistic minority group institutions, such institutions be permitted to get themselves affiliated to appropriate bodies outside the State, without suffering for the reason from any disability in respect of grants-in-aid given to institutions in the State.

(14) The Government may appoint such agency as it thinks fit to enforce these recommendations."

The Decision of the Government arrived at on the 31st July 1958 was as follows:—

COPY OF ORDER IN COUNCIL

280/58

The report of the Linguistic Minorities Committee submitted with the Appointments Department Memo No 1311/PA/Spl/Sc, dated the 26th July 1958, was considered. It was ordered:—

- (i) That arrangements should be made for instructions of students belonging to the linguistic minorities group in their mother tongue from 1958, as recommended in sub-para (1) of para 16 of the report;
- (ii) that action should be taken on the recommendation contained in sub-para (12) of para 16 of the report with the modification that (i) the words, "for a period of seven years" be deleted, and (ii) the words, "and further that it would be compulsory for the probationers to pass the Hindi test", be added at the end;
- (iii) that for other recommendations, the report should first be examined by the department concerned and proposals submitted to Cabinet for orders.

(Chief Secretary).

The decisions on the other points along with the decision of the State Government on the representations received by the Commissioner from the Anjuman-e-Taraqqi-e-Urdu, Rajasthan have not yet been received. The State Government has informed the Commissioner that they are looking into the matters and would communicate their decision as early as possible.

CHAPTER VIII

EASTERN ZONE

(a) Assam

Apart from a personal complaint received about inadequacy of payment of consideration for compulsory acquisition of certain trees by the Assam Government, which was not possible for the Commissioner to look into, the only other complaint received from Assam relates to a notification by the Secretary to the Government of Assam, Legislative and Judicial Department, published in the Assam Gazette of February 26, 1958, at pages 926 and 927 in which applications to fill in a temporary vacancy in the post of Additional District and Sessions Judges in the Assam Judicial Service (Senior) Grade II were invited only from candidates who were natives of or were domiciled in Assam or were displaced persons, but the applications of such displaced persons were to be considered only if suitable local candidates were not available. Candidates domiciled in and displaced persons who migrated to Assam were required to produce "Domicile Certificate" or "Certificate of Eligibility" issued by the Deputy Commissioner.

Several reminders have been sent to the State Government and the reply of the State Government is being awaited.

(b) Bihar

A number of representations were received from the Urdu-speaking minority in Bihar. Apart from the common resolutions passed on the Urdu Day, i.e. August 25, 1957, which was sponsored by the Anjuman-e-Taraqqi-e-Urdu-e-Hind, Aligarh, the other complaint was that there was no provision for teaching Urdu in Sahibganj College. That in spite of the requisite number of Urdu students, classes have not been started and representations made to the College authorities had received no response.

The reply of the State Government is that all the questions relating to the Urdu-speaking minority were under consideration of the Government and will be properly dealt with.

The State Government were requested to kindly expedite their decision. They have in reply assured the Commissioner that they were looking into the communications received and will let him know their decision without further delay.

(c) Orissa

A representation was received from the Orissa Muhammedan Association, Cuttak that the suggestions of the States Reorganization Commission and Official Language Commission may be implemented with respect to Urdu and other minority languages in the State. It was further pointed out that by reason of the fact that

marks obtained in Urdu by candidates for appointment to the Posts and Telegraphs Department in Orissa Circle were not taken into consideration in determining the position of the candidates the Muslim minority suffers a handicap.

The memorandum was forwarded to the State Government and the reply received was that the matter was receiving the consideration of the Government.

The Director (Staff) Indian Posts and Telegraphs Department, New Delhi, per his letter No. 60/3/58-SPB, dated February 25, 1958, informed the Association that whatever languages were recognised by the State concerned as State Regional languages the same were recognised by the Posts and Telegraphs Department also for purposes of recruitment. Posts and Telegraphs Department consider eligible for appointment only candidates who have passed the Matriculation or equivalent examination in four specified subjects, viz; (1) English, (2) Mathematics (or Arithmetic), (3) Geography and (4) Hindi or regional language or Sanskrit if Hindi or regional language has not been taken, and the selection is made on the basis of marks in the above four subjects. Besides the above whatever languages are recognised by the State Governments concerned as State languages, the same are also recognised by the Posts and Telegraphs Department and that policy is unanimously applicable to all Posts and Telegraphs circles. On this ground they have refused to recognise Urdu so long as it is not recognised as a State language in Orissa by the Orissa Government.

The languages recognised by the various States are not many and the eligibility rule based on the language taken for matriculation or equivalent examination works unfairly in every State in India against all candidates whose mother-tongue is other than Hindi or the regional language, as many of them are likely to have taken their mother-tongue for the matriculation or equivalent examination in preference to the Regional language or Hindi or Sanskrit.

The Commissioner has since discussed this matter with the Posts and Telegraphs authorities and was assured by them that the matter was being reconsidered.

On behalf of the Andhra Linguistic Minority representation was made that students of the Andhra linguistic minority do not get admission in the technical institutions of the State; and that requirement of the knowledge of Oriya upto the Middle standard for recruitment to the State Government services is prejudicial to the interest of the Andhra linguistic minority

The complaint was forwarded to the State Government and the reply (letter No. 20902 Reforms, dated December 21, 1957) was that the State Government had gone into the matter thoroughly and was satisfied that there was not a single case where deserving candidates of the Andhra minority had been denied admission in a technical institution. It was pointed out that no specific instances were quoted and if specific instances had been given the State Government would have had these specific cases checked up. In support

of their views the State Government have sent a statement showing the number of students who applied for admission and who were taken in. The statement is given in Appendix 'K'. The statement shows that there was no discrimination.

In respect of employment to public services, if specific instances of differential treatment were brought to the notice of the State Government, they were prepared to take suitable action. Information was sent to the person making the representation of the reply received from the State Government and he was requested that in case he had anything further to say he might inform the Commissioner and the matter would be investigated, but nothing has so far been heard from him.

As regards the knowledge of Oriya language for recruitment to the State Government services, the views of the Government were that some working knowledge of the State language should not be considered to be too much of a handicap, and that such qualification was considered necessary in the larger interest of the society, in which a member of the minority might be living. This generally is the view of most of the State Governments.

In the STATESMAN, Delhi Edition, dated March 11, 1958, a letter appeared under the heading "Parlakimedi" in which various allegations were made and it was stated that all the safeguards guaranteed to the linguistic minorities by the Constitution had been disregarded in that area. An enquiry was thereupon made by the Commissioner on the 12th March 1958 for details as to how the safeguards guaranteed by the Constitution were being disregarded. A reply was received towards the end of May 1958 and copies of representations that had been made to the Prime Minister, the Chief Minister of Orissa were enclosed.

The charges were that in the matter of employment under the Municipal Council in Parlakimedi discrimination was shown against Telugu-speaking people which appeared from the fact that with the exception of a single Warrant Officer and a Bill Collector all other employees including temporary ones were Oriyas. Complaints were made about the redistribution of the Municipal wards at the time of Municipal elections. Other complaints were that the name boards of the streets and surrounding villages were in Oriya only and the minutes of the Council were kept only in that language; that officers of all Government departments at Parlakimedi knew only Oriya and had no knowledge of Telugu; that knowledge of Oriya was insisted upon even at the time of admission to technical institutions and Medical colleges even though the teaching was through the medium of English; that the Telugu population was over 50 per cent. in 120 villages in Parlakimedi while the Oriya population was over 50 per cent. only in 57 villages. One serious complaint was that the language test which was insisted upon in all departments like Police, Magistracy, Medical, Registration, etc. was not fair and questions were asked which it was very difficult to answer even by those who might be experts in the Oriya language. Similar complaint was made about the language test for admission in the technical schools and medical colleges.

A copy of the representation was sent to the State Government in June 1958. The reply dated 11th July 1958 was that a representation similar to the one now received by the Commissioner had been received by the Chief Minister of Orissa and a copy had been sent to the Prime Minister also, that the representation had already been examined in the office and a reply had been sent to the person making the representation. A copy of the reply sent was enclosed for the information of the Commissioner. The reply, however, dealt only with the question of percentage of population and it was claimed that there was no scope for any error in the language figures collected at the 1951 census.

The Orissa Government was again approached for their comments on the other points raised in the representation and their reply is being awaited.

(d) West Bengal

Representatives of only Urdu-speaking minority had sent in representations and when the Commissioner visited Calcutta they met the Commissioner. In the memorandum submitted by the Anjuman-e-Taraqqi-e-Urdu, Calcutta branch, a number of general complaints were made but during the course of discussion it was submitted that whatever grievances there were they had been remedied. They had promised that in case they had any specific grievance they would bring it to the notice of the Commissioner but no further communication has been received from them in spite of reminders.

Another complaint made in May 1958 was that the people of Kishengunj Sub-Division, which has now been transferred to West Bengal from Bihar, had a large proportion of Urdu-speaking people and provision should be made to help Urdu schools and retain the use of Urdu in courts but this was not being done.

The reply to this part of the complaint has not yet been received from the West Bengal Government.

The West Bengal Government in their letter No 1065-P/11L-1, dated February 5, 1958, enclosed a note from Education Department of the State Government explaining the position of Urdu education in West Bengal. The note is as follows:—

"It has been the policy of the Government of West Bengal to give as much facilities as possible to all school children who learn through their mother tongue whether they are Bengali or non-Bengali students whose mother tongue is other than Bengali. In pursuance of that policy schools catering predominantly for children whose mother tongue is other than Bengali such as Urdu are being recognised and given grant-in-aid in accordance with the prescribed rule.

Even a school where such students are in minority separate section had been permitted to be opened to enable them to learn through their mother tongue when, of course, their number would justify opening of separate section for them.

The following principles have been enunciated for the guidance of the school authorities and the inspecting staff, viz.,

(A) Students whose mother tongue is not Bengali should be given full facilities to learn through their mother tongue at the Primary or Junior Basic stage; if in a Primary or Junior Basic School, the number of such students be not less than 40 in the whole school or 10 in a class.

The mother tongue will be the language declared by the parent or guardian to be the mother tongue.

The teacher competent to teach through their mother tongue should be appointed in such a school.

Besides their mother tongue, such students should learn Bengali which is to be introduced not earlier than Class III.

(B) Separate section should be provided for students whose mother tongue is other than Bengali to enable them to learn through their mother-tongue provided that the total number of such students is one-third of the total roll-strength of the school and there are no adequate facilities for instruction through their mother tongue in any other school in that area.

Schools established by or for the linguistic minority whose mother tongue is other than Bengali are eligible for recognition and grant-in-aid in accordance with the general rules prescribed. The medium of instruction in such schools may be the language of the pupils.

A statement showing the number of High, Junior High and Primary Schools in Calcutta and Suburbs in which instruction is imparted through the medium of Urdu is given below—

	Nos
High Schools	10
Junior High Schools (including Junior Madrasahs)	.. 8
Primary Schools	... 32

Besides, in the Arabic Department of the Calcutta Madrasah, the medium of instruction is Urdu irrespective of the mother tongue of the students. In the Anglo-Persian Department of the said Madrasah instruction is given through the medium of Urdu to those students whose mother tongue is Urdu.

There are also a few schools and Madrasahs in the mufassil area (where Urdu-speaking population predominates) imparting education through the medium of Urdu.

It may also be stated that Urdu may be offered as one of the Major Indian languages for the School Final Examination under the Board of Secondary Education, West Bengal."

Representatives of the Government of West Bengal met the Commissioner in March 1958 and they pointed out that the Government had done all that could be reasonably expected to remove the grievances of the linguistic minorities. The Government of India's formula about education had been accepted. Urdu had been recognised as a subject for the University examinations and it was one of the five languages recognised by the State Public Service Commission.

The General Secretary, All India Gorkha League, Darjeeling, sent a letter dated October 29, 1956 to the Government of India for the inclusion of the Nepali language in the Eighth Schedule to the Constitution. This, however, is a matter not for the Commissioner. The inclusion of a language in the Eighth Schedule is of very little significance and does not in any way affect the linguistic minorities or their rights and privileges.

A representation was received on July 24, 1958, on behalf of the Andhra Linguistic Minorities in Orissa, West Bengal, Bihar, Bombay, Mysore and Madhya Pradesh who were employed in the South Eastern Railway. Their complaint was that proper educational facilities were not being given to the children of the railway employees whose mother tongue was Telugu in Kharagpur (West Bengal), Jharsugada R.S. (Orissa), Berhampur R.S. (Orissa), Bhadrak R.S. (Orissa), Dongarghad, Itwari, Motibaugh, Chindwara and Nainpur (Madhya Pradesh), Gondia R.S. (Bombay State) and Chakradharpur R.S. (Bihar). A copy of the memorandum received was sent to the Railway Board, New Delhi, and the General Manager, South Eastern Railway, Calcutta for suitable action and to send information thereof to the Commissioner by an early date.

CHAPTER IX

CENTRAL ZONE

(a) Madhya Pradesh

Representations were received from the Urdu speaking and Telugu speaking minorities in Madhya Pradesh.

On behalf of the Telugu speaking minorities of Bastar district it was said that the former Bastar State was imparting primary education in South-Bastar through the medium of Telugu but the C.P. and Berar Government closed all the Telugu schools in 1949 and the safeguards for linguistic minorities provided in "the memorandum" were not being implemented by the Madhya Pradesh Government in matters relating to medium of education and recognition of minority language for administrative purposes.

The State Government have pointed out, from the 1951 Census, the percentage of population whose mother-tongue is Telugu in each of the Tehsils of Bastar district. The percentages are given in appendix 'L'. The population of Telugu speaking people in the Bastar district is only 2.20 per cent. of the total and the schools which had been opened in 1944 and 1947 with Telugu as medium of instruction had all to be closed by 1948-49, when sufficient number of students were not available. The State Government is examining the position afresh in the light of the suggestions made in paragraphs 2 and 3 of "the memorandum". The position is being re-examined also in the light of paragraph 11 of "the memorandum" as regards publication of notices etc. in tehsils and municipal areas in Bijapur and Konta Tehsils in South Bastar.

The Urdu speaking minorities representation was received from Bazm-e-Adab, Ujjain and Anjuman-e-Taraqqi-e-Urdu, Burhanpur. Many of the points raised in the representation are now covered by "the memorandum".

The Chief Minister at a Press interview at Bhopal on August 16, 1958, said that in Madhya Pradesh there was a standing order that wherever there were over 40 children in an institution speaking a common language the primary education to them should be imparted in their mother tongue. He further said that he wanted that the language should be "for some region and not for any particular community". He, however, pointed out that in Madhya Pradesh Urdu speaking people formed 1.4 per cent. of the total population of the State.

The other points raised in the representation related to matters like the building of the Urdu Middle School at Madar Gate, which it was said was too small; and that the present Middle School should be raised to the standard of a High School or a new Urdu High School

should be started in Ujjain that Government notifications, rules, electoral rolls, etc. should be in Urdu and Urdu knowing Judges and Magistrates should be posted at Burnanpur

The representations were forwarded to the Madhya Pradesh Government. The reply (D O No 1353-1663/1(3), dated February 24, 1958) was that the various resolutions passed by the Urdu conference at Burhanpur will be examined and a further communication will follow in due course. Several reminders have since been sent but the reply of the State Government is still awaited.

(b) Uttar Pradesh

The Editorial Board of 'Jagrat Gorkha' (Nepali Journal), Garhi Cantt., Dehra Dun, sent a letter to the President complaining that Nepali children were not able to take up Nepali language as one of the subjects in the High School and Intermediate classes, which facility was available before and that the President should pass orders under Article 347 of the Constitution for the use of the Nepali language for official purposes in Uttar Pradesh.

As regards Nepali being a subject for the High School and Intermediate classes, there was no mention made in the reply received from the Uttar Pradesh Government. The position is, however, now clarified by the acceptance by the State Government of the second three language formula evolved by the Ministry of Education which is as follows:—

(a) (i) Mother tongue, or

(ii) Regional language or

(iii) A composite course of mother tongue and regional language, or

(iv) A composite course of mother tongue and classical language.

(b) English or a modern European language

(c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas.)

As regards the claim that Nepali be included in the Eighth Schedule, the question of inclusion of any other language in the Eighth Schedule has been dealt with in Chapters VIII (d) and X of this report. The State Government has pointed out that the Nepalese in the State total only 53,445 out of total population of 6,32,15,742 and that no such demand was made by the Nepali speaking people in the State that even in the Dehra Dun district which has the largest population of Nepalese the percentage is not more than five. The districts

where the numbers run up to four figures and more are the following:—

Districts	Total Population	Nepali speaking Population
1. Dehra Dun	3,62,005	16,113
2. Saharanpur	13,53,630	2,070
3. Bijnor	9,84,196	1,220
4. Rampur	10,39,867	1,253
5. Jhansi	8,77,607	2,417
6. Varanasi	19,78,634	1,663
7. Gorakhpur	22,38,588	2,63
8. Nainital	3,35,414	12,207
9. Almora	7,72,896	3,033
10. Gachwal	6,39,625	2,471
11. Lucknow	11,28,101	2,123
12. Kheri	10,58,343	1,363

Besides Nepali the only other minority language group who sent their representation to the Commissioner were the Urdu speaking minorities.

The earliest representation was of the year 1954 and was on behalf of the All India Anjuman-e-Taraqui-e-Urdu-e-Hind, Aligarh. On August 25, 1957 the Urdu Day was celebrated in a number of places where identical resolutions drafted by the Anjuman were passed. A representation was received from the District Jamait-ul-Ulema Saharanpur on 29th November 1957. The latter representation contained nothing new. These representations mainly dealt with the language policy of the State. It was pointed out in the representations that Urdu was the mother-tongue of a large section of people of the State Hindus and Muslims—and that it was not being given its due recognition.

These representations after they were received by the Commissioner were brought to the notice of the Uttar Pradesh Government.

There is a great deal in common between spoken Hindi and spoken Urdu and it is generally difficult to classify the spoken language. The script is no doubt entirely different, otherwise the spoken language has a common structure, grammar and syntax, the main difference being in the content of vocabulary at the margin. In one case it is largely drawn from Persian sources while in the other from Sanskrit.

The University of Jammu and Kashmir has organised a joint Department for Hindi and Urdu on the ground that there are distinct advantages in having one department because "philologically the language is one and it has two forms written in two different scripts".

The Government of India, Ministry of Home Affairs considered the representations made by the Anjuman-e-Taraqqi-e-Urdu-e-Hind and after considering the said representations and other matters issued a Press Note in July 1958 which is given in Appendix 'M' to this report.

The Press Note was welcomed by the Anjuman-e-Taraqqi-e-Urdu as having substantially met their demands and in a Press Communiqué issued by the Uttar Pradesh Government on July 20, 1958, the State Government also fully accepted the Press Note. Uttar Pradesh Government Press Communiqué adds:—

"Out of the five proposals made in the statement the first four have been accepted by this Government from the very beginning . . .

MEDIUM OF URDU

As regards the first, this State also follows the All-India Convention that the provision of facilities for giving education through the medium of Urdu is contingent on there being at least 40 prospective pupils in a school and at least ten such pupils in a class. Orders of the Government have not been followed in the spirit by some people in their enthusiasm for what they considered to be the cause of Hindi. It is also probably true, on the other hand, that certain protagonists of Urdu have at times made mountains out of molehills and come forward with complaints for which there is no genuine basis. Government would like to impress upon everyone the desirability of considering this question in an atmosphere free from passion and prejudice. Only then it will be possible for the Government to assess how far its orders are being carried out. The best interests of the State and of all sections of the public will be served by everyone trying faithfully to carry out this policy in all sincerity

FIFTH SUGGESTION

As regards the fifth suggestion the substance of all important laws, rules, regulations and notifications have been generally issued in 'Ittilaat', now called the 'Naya Daur' the Urdu journal published by the Information Department. Books and Pamphlets explaining important legislative measures and laws like Zamindari Abolition Act, Decimal Coinage, Metric System of Weights and Measures etc have been brought out in Urdu by the Information Department from time to time. The press notes, progress reviews and other materials about Government activities, policies and decisions etc. issued through the Press Information Bureau of the State Government are published simultaneously in

Hindi, Urdu and English, but no definite policy has so far been adopted in this connection. The suggestion is a valuable one and Government intends to see to it that it is implemented in befitting manner. Regular publicity will be given to such matter in 'Naya Daur' and, wherever necessary, the Information Department and other official agencies will use other methods also in those localities where a fair proportion of the population can be taken to be conversant with Urdu. For the present the districts of Rampur, Bijnor, Bareilly, Moradabad, Saharanpur and Muzaffarnagar and the city of Lucknow, have been selected for the purpose "

The communique further said—

"The State Government has been taking other steps also for the encouragement of Urdu. For instance, prizes are given for Urdu books also and writers of Urdu are also beneficiaries from the fund out of which pensions are given to scientists and literary men in districts."

After the Press note issued by the Ministry of Home Affairs, Government of India, and in view of the views expressed by the State Government and the Anjuman-e-Taraqqi-e-Urdu, it is no longer necessary to discuss in this report the various points raised in the representations received from the Anjuman-e-Taraqqi-e-Urdu. How far the decision are, however, being implemented will be considered and dealt with in the next report.

CHAPTER X

GENERAL

The division of the States on linguistic basis has given rise to the inevitable result that the regional language should gain prominence and should in course of the time become the official language of the State. The other languages which are the mother-tongue of the minority communities living in the State, naturally do not get equal prominence or status. The result is that those whose mother-tongue is the minority language have not only a sentimental grievance but certain practical difficulties and inconveniences from which they suffer.

It is, therefore, very necessary that the State Governments should be vigilant and look into the complaints received sympathetically and promptly call upon its officers also to do so and to take an objective and impartial view in all such cases. Special care may be taken that there are no grounds for the feeling that there is discrimination in matters of admission to schools, colleges, technical institutions and the Services.

While it is the duty of the State Governments to create confidence in the minds of the linguistic minorities that they shall get a fair deal in matters of education, employment, trade and business, and that their language and culture shall not be adversely affected as a result of the establishment of linguistic States, it is very necessary that nothing should be done which might impede the free play of forces leading to social and cultural synthesis or process of natural assimilation. Love of one's own language may be commendable but excess of it may be dangerous for the future unity and well being of the country.

Our Constitution guarantees equality of the opportunity for all, provides for equal rights and liabilities throughout the length and breadth of the country and one citizenship, namely, the citizenship of India. No citizen can claim that in any part of the country he has any special rights which others are not entitled to. A citizen travelling to any nook and corner of India has the Constitutional right to claim the same privileges and the same treatment as others who may have lived there for centuries. In other words India is one unit, we are all equal citizens of the same unit and every one has the same rights and privileges and is subjected to the same liabilities and restrictions.

Language not only makes human communication possible, it also facilitates the social life in the intricate modern communities in which human beings now live. The welfare government of these days impinges on the social life of the community and in so many aspects of it that it is essential that there should be means of communication between the Government and the people who are in its charge.

The question of linguistic medium thus becomes an important matter of concern not only to the country's governmental organisation but also to the individuals living in any particular area.

The State Governments must grant proper educational facilities to the linguistic minorities in their States and help them in preserving their language and their culture. Generally speaking, all the States have accepted the view that primary education should as far as possible be imparted in the mother tongue of the child and that mother tongue should be as declared by the guardian. They also accept their obligation not to discriminate in matters of grants-in-aid etc. Certain practical difficulties, however, arise in implementation. It is said that there are insufficient number of schools for children of linguistic minorities and insufficient number of teachers.

About the first part of the complaint, necessary data is not yet available. As regards teachers there was some difficulty in getting the requisite number immediately after the reorganisation of the States but things are now improving.

It is also said that when students come for admission one by one each as he comes is rejected on the ground that there are not sufficient number of students already in the school and the minorities, therefore, get no chance. That to obviate this difficulty minorities try now to come in batches but that some more satisfactory method must be found.

To make separate provision for teaching in the minority languages extra expenditure has to be incurred and since there is hardly any school which is financially well off, it is natural that there is some reluctance to admit the requisite number and provide separate teachers or make separate arrangements for teaching in the mother tongue. It may be that if the schools are required to maintain a book in which applications for admission are registered six months in advance, when the school re-opens the school authorities will be able to know whether requisite number in a particular minority language are available for admission.

Another general complaint urged before the Commissioner in several States was that documents presented for registration are insisted upon to be in the official language. Here again there are certain practical difficulties. The Government will have to provide registration clerks who know the minority language also and are able to copy out the documents in the registers but the difficulty should not be insurmountable as clerks knowing the minority languages would only be required in border areas or other places where the linguistic minorities are in sufficient numbers.

Equal opportunity for entry into services, the universities, colleges, medical, engineering and technological institutions should be provided to all and the dice should not be loaded in favour of any linguistic group by language tests. So long as English is the

medium of instruction there seems to be no valid reason why a proficiency test in the regional language should be held as a condition precedent to admission into the technical schools and medical or engineering colleges though it may be necessary later when the medium of instruction is changed.

For all this it is not necessary to take action either under Article 345 or under Article 347. All this can be done by the State Governments issuing suitable orders, keeping a watchful eye on their officers and from time to time giving them necessary directions

India, except on rare occasions, has suffered due to internal dissensions, jealousies, bitterness and lack of a sense of common loyalty for the well being of the country as a whole. It is necessary that every attempt should be made, and if necessary a little extra expenditure incurred, to create a feeling of unity, common loyalty and friendliness among the people and avoid all sources of friction, discontent and jealousy.

The recognition of the minority languages for certain specific purposes which touch the day to day life of these people will not retard the growth of the State language. In their own interest and to be able to do their work satisfactorily and not to lag behind, permanent residents of a State and all Government servants will try to acquire proficiency in the State language. So the ultimate purpose of developing the State or Regional language will be served. Any attempt to hurry through the process will create bitterness and jealousy and make the interests of the country as a whole to suffer.

Some representations have been received for inclusion of certain languages in the Eighth Schedule. This request is made as there seems to be a popular impression that the fourteen languages mentioned in the Eighth Schedule are the only languages that are recognised as spoken in India. This appears to be an erroneous impression. In the provisions relating to safeguards for linguistic minorities no mention is made of the Eighth Schedule and there is no reason to believe that the safeguards apply only to the fourteen linguistic minorities.

Articles 344 and 351 are the only two Articles that refer to "the different languages specified in the 8th Schedule". Articles 120 and 210 provide that a member of Parliament or of a State Legislature may be allowed under certain circumstances, to address the House in his "Mother tongue". Article 350-A provides for adequate facilities for instruction in the "Mother tongue" at the primary stage. Articles 345 and 348(2) mention "any other language used" in the State and Article 347 refers to "any other language spoken" by a substantial portion of the population. Articles 29, 30 and 350 do not refer to the fourteen languages mentioned in the 8th Schedule and cannot be so interpreted as to restrict them only to those fourteen languages. The words "Mother tongue", "any other language used" or "any other language spoken" cannot mean only the fourteen

languages mentioned in the 8th Schedule which have been referred to specially in Articles 344 and 351 only. The Eighth Schedule would become inordinately long if every language spoken in India is included in it, and there seems to be no reason why that should be done.

(Sd.) B MALIK.
23rd December, 1958.

APPENDIX A

MINISTRY OF HOME AFFAIRS

SAFEGUARDS FOR LINGUISTIC MINORITIES

The safeguards proposed for the linguistic minorities *vide* Part IV of the States Reorganisation Commission's report, have been examined carefully in consultation with the Chief Ministers of the States and it is the Government of India's intention to accept most of the Commission's recommendations. The action which has been or is proposed to be taken is indicated in the paragraphs which follow

2. *Primary education.*—Attention is invited to clause 21 of the Constitution (Ninth Amendment) Bill, providing for the addition of a new Article namely, 350-A to the Constitution regarding facilities for instruction in the mother-tongue at the primary stage of education. The directions which may be issued by the President under Article 350-A of the Constitution, as it is proposed to be enacted into law, are likely to be based on the resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this Conference should be brought into force in States and areas where they have not been adopted so far

3. *Secondary education.*—The Commission has recommended that the Government of India should, in consultation with the State Governments, lay down a clear policy in regard to education in the mother-tongue at the secondary stage and take effective steps to implement it. The Commission has expressed the view that so far as secondary education is concerned, it will have to be treated differently from education at the primary stage, and has, therefore, not recommended constitutional recognition of the right to have instruction in the mother-tongue at the secondary school stage.

4. The resolution adopted by the Provincial Education Ministers' Conference in August 1949 contemplated the following arrangements in regard to secondary education:

- (a) If the number of pupils whose mother-tongue is a language other than the regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organised or established by private agencies will be recognised for the purposes of grants-in-aid from Government according to prescribed rules.
- (b) Government will also provide similar facilities in all Government and district board schools, where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.

- (c) Government[†] will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.
- (d) The regional language will be a compulsory subject throughout the secondary stage.

The Central Advisory Board of Education, after taking into consideration the report of the Secondary Commission and the resolution on the subject passed by the All-India Council of Secondary Education, has assigned to the mother-tongue an important position in the curriculum at the secondary stage, so that pupils belonging to linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the secondary school stage. The Government of India, as recommended by the Commission, propose to lay down a clear policy in regard to the use and place of the mother-tongue at the secondary stage of education in consultation with the State Governments and to take effective steps to implement it.

5. *Affiliation of schools and colleges using minority languages.*—Connected with the proposals contained in the preceding paragraphs is the question of the affiliation of educational institutions located in the new or reorganised States to appropriate Universities or Boards of Education. It is of course desirable that every effort should be made to evolve arrangements whereby educational institutions like schools and colleges can be affiliated, in respect of courses of study in the mother-tongue, to universities and other authorities which are situated in the same State. However, it may not always be possible to make such arrangements and having regard to the number of institutions of this kind, it may sometime be convenient, both from the point of view of the universities or the educational authorities concerned, and from the point of view of the institutions themselves, that they should be permitted to seek affiliation to appropriate bodies located outside the State. This may be regarded in fact as a necessary corollary to the provisions contained in Article 30 of the Constitution, which gives to the minorities the right to establish and administer educational institutions of their choice.

6. It is, therefore, proposed to advise the State Governments that in all such cases, affiliation to outside bodies should be permitted without difficulty. It is also necessary that any institution which is thus affiliated should not suffer from any disabilities in regard to grant-in-aid and other facilities, merely because it cannot, from an academic point of view, be fitted into the framework of educational administration within the State. It is, therefore, proposed that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the States in which they are located. Legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

7 *Issue of directions by the President under Article 347 regarding the recognition of minority languages as official languages*—Attention is invited to Article 347 of the Constitution, which prescribes that on a demand being made in that behalf, the President

may, if he is satisfied that a substantial proportion of the population of a State desire that the use of any language, to be recognised by that State, direct that such language shall be officially recognised in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments, a clear code to govern the use of different languages at different levels of State administrations and take steps under Article 347 to ensure that this code is followed.

8. The Commission has proposed that a State should be recognised as unilingual, only where one language group constitutes about 70 per cent. or more of its entire population, and that where there is a substantial minority constituting 30 per cent. or more of the population, the State should be recognised as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level; that is to say, if 70 per cent. or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the official language in that district.

9. The Government of India are in agreement with these proposals and propose to advise the State Governments to adopt them.

10. The arrangements to be made for the purpose of recognising two or more official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 350 of the Constitution by any one resident in the State, to submit a representation for the redress of any grievance in any of the languages used in the Union or the State.

11. The Commission has further suggested that in districts or smaller areas like municipalities and tehsils, where a linguistic minority constitutes 15 to 20 per cent. of the population of that area, it may be an advantage to get important government notices and rules published in the language of the minority, in addition to any other language or languages in which such documents may otherwise be published in the usual course.

12. The Government of India propose to suggest that State Governments should adopt the procedure suggested, as a matter of administrative convenience.

13. *Recognition of minority languages as the media for examinations conducted for recruitment to State services.*—Attention is invited to the Commission's recommendation that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State Services (not including subordinate services), English or Hindi, or the language of a minority constituting about 15 to 20 per cent. or more of the population of a State; a test of proficiency in the State language may in that event be held after selection and before the end of probation. The Government of India propose to advise State Governments that these suggestions should as far as possible be adopted. It is also proposed to recommend to the State Governments that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognised as an official

language in the district should also be recognised as a medium for the purpose of competitive examinations in the districts. The last-mentioned suggestion would follow as a necessary corollary to the acceptance of the Commission's recommendations referred to in paragraph 8 of this note.

14. *Review of residence rules and requirements.*—The Commission has emphasised that the domicile tests in force in certain States operate to the disadvantage of minority groups and has recommended that the Government of India should undertake legislation under Article 16(3) of the Constitution in order to liberalise the requirements as to residence. The Government of India have carefully examined various suggestions which have been made from time to time with reference to the form which legislation intended to be enacted by Parliament under Article 16(3) may take. They have reached the conclusion that it is, on the whole, neither necessary nor desirable to impose at the present time any restrictions, with reference to residence, in any branch or cadre of the State services.

15. Certain exceptions may have to be made to the general rule of non-discrimination in the Telangana area, and the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. It is expected, however, that these interim arrangements will not be continued beyond a transitional period.

16. The Government of India propose to undertake legislation as soon as possible in order to clarify the position on the lines indicated. In the meantime, State Governments will be asked to review the rules relating to recruitment to State Services in the light of the position stated in paragraph 14.

17. *Restriction of private rights in respect of contracts, fisheries etc.*—The attention of the State Governments is being drawn to the relevant provisions in the Constitution regarding freedom of trade, commerce and intercourse and the right to equality of opportunity, and it is being suggested that the existing restrictions should be reviewed from this point of view.

18. *Recruitment of at least fifty per cent. of the new entrants to All-India Services from outside a State.*—The question has been discussed informally with the Chief Ministers of States. No rigid rules are considered to be necessary, but the recommendation made by the Commission will be kept in view in making future allotments to the All-India Services.

19. *Recruitment of one-third of the number of Judges from outside the State.*—The Commission's recommendations are being brought to the notice of the Chief Justice of India. There may be difficulties in some cases in implementing these recommendations, but it is intended that, to the extent possible, they should be borne in mind in making future appointments.

20. *Constitution of Public Service Commissions for two or more States.*—The proposal that the Chairman and members of the Public Service Commissions in the States should be appointed by the President, has not been welcomed by the State Governments and it

is not, therefore, being pursued. There is provision in the Constitution already for the constitution of Public Service Commissions for two or more States, *vide* Article 315. The procedure laid down in this Article may be followed at a later stage, in case it becomes necessary or desirable to constitute Public Service Commissions for two or more States.

21. *Agency for enforcing safeguards.*—The States Reorganisation Commission had recommended that the services of the States Governors should be utilised for enforcing the safeguards for linguistic minorities. The Commission had not contemplated the vesting of any discretionary functions in the Governors, and they recommended what was regarded as a simple procedure which could be adopted within the framework of the present constitutional arrangements. In the light, however, of the views expressed both in the Joint Select Committee and in Parliament on the States Reorganisation Bill and the Constitution (Ninth Amendment) Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

22. Before concluding, the Government of India would like to endorse the observations of the States Reorganisation Commission in the following passage of its report.

“We wish to emphasise that no guarantees can secure a minority against every kind of discriminatory policy of a State Government. Governmental activity at State level affects virtually every sphere of a person's life and a democratic government must reflect the moral and political standards of the people. Therefore, if the dominant group is hostile to the minorities, the lot of minorities is bound to become unenviable. There can be no substitute for a sense of fair play on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in as elements vital to the integrated and ordered progress of the State.”

APPENDIX B

RESOLUTION ADOPTED AT THE PROVINCIAL EDUCATION MINISTERS CONFERENCE IN AUGUST 1949 AND APPROVED BY THE CENTRAL ADVISORY BOARD OF EDUCATION AND THE GOVERNMENT OF INDIA.

"The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother tongue is different from the Regional or State Language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State Language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary Stage, if the number of pupils, whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organised and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils provided that there are no adequate facilities for instruction in that particular language in the area. The Regional Language will, however, be a compulsory subject throughout the Secondary Stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different languages."

APPENDIX C

No. F.1/1/57-CLM

New Delhi, the 21st August, 1957.

OFFICE OF THE COMMISSIONER FOR LINGUISTIC MINORITIES

From

Shri B. Malik,
Commissioner for Linguistic Minorities,
Ministry of Home Affairs, South Block,
New Delhi.

To

The Chief Secretary to the
Government of

SUBJECT:—*Safeguards for linguistic minorities—collection of
information regarding.*

Sir,

As you are aware, under article 350-B of the Constitution, the Commissioner for Linguistic Minorities is required to investigate all matters relating to the safeguards provided for linguistic minorities under the Constitution and report to the President upon those matters at such intervals as the President may direct. I would, in this connection, invite your attention to the Ministry of Home Affairs letter No. 20/5/56-SR-I, dated 19th September 1956 forwarding a copy of the memorandum on the safeguards for linguistic minorities (which was laid before and approved by the Parliament), for implementing the decisions embodied in it.

2. I presume that your Government must already have taken the necessary action on the lines indicated in the aforesaid memorandum, and I shall be thankful if you inform me of it at an early date. If any decision has still to be implemented, it may please be stated in your reply what action is proposed to be taken in respect of it, and by what time. In addition to the above, I shall require information on several other points, for incorporation in my report to the President, and I enclose, for your facility, a list of points on which I would like to have information from your Government. You may add information on any point not covered in the list if it would be relevant for purposes of my report.

Yours faithfully,

B. MALIK,
Commissioner for Linguistic Minorities.

LIST OF POINTS

1. Under the new Article 350-A of the Constitution every endeavour is to be made to give adequate facilities for instruction in the mother-tongue at the primary stage to children belonging to linguistic minority groups. The matter was considered at the Provincial Education Ministers' Conference in August 1949 and it was resolved that arrangements should be made for instruction in the mother-tongue by appointing at least one teacher provided there are not less than 40 pupils of the same linguistic group in the whole school or ten such pupils in a class.

It was also resolved at the same Conference that the Regional or State Language, where it was different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage and that in order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

It would be helpful if information is given as to the steps that have been taken to carry into effect the above resolutions and whether there are any primary schools for linguistic minorities run by the State, Municipalities or District Boards?

2. As regards Secondary education information may kindly be sent as to the facilities provided in Government, District Board, Municipal and aided schools where there are a number of pupils, whose mother-tongue is a language other than the Regional or State Language. And also if any proportion has been fixed as regards the number of such students before such facilities are provided.

In the above connection attention may kindly be drawn to the resolution adopted by the Provincial Education Ministers' Conference in August 1949 in regard to Secondary Education. It would be useful if detailed information is sent how far the above resolution is being implemented. The relevant portion of the resolution is being quoted below for convenience:—

- (a) If the number of pupils whose mother-tongue is a language other than the regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organised or established by private agencies will be recognised for the purposes of grants-in-aid from Government according to prescribed rules.
- (b) Government will also provide similar facilities in all Government and district board schools, where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.
- (c) Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.

- (d) the regional language will be a compulsory subject throughout the secondary stage.

3. It may be stated whether there are any restrictions to an educational institution within the State being affiliated to Universities or other authorities situate outside the State. Are there any such institutions? If so, are they receiving Government grants from the State Government in the same proportion as other educational institutions?

4. Are there any schools or colleges established by linguistic minorities, if so, are they receiving Government grants and in what proportion?

5. Have any official language or languages been prescribed under Article 345 of the Constitution?

6. The Government of India in the Circular mentioned above have suggested in paragraph 8 the principle on which a State or a District may be considered unilingual or bilingual. It has further suggested in paragraphs 7, 11, 13, 14 and 17 that

- (a) where 70 per cent. or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the official language in that district;
- (b) where a linguistic minority consists of 15 to 20 per cent. of the population of an area it may be an advantage to get important Government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course;
- (c) candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State Services (not including subordinate services), English or Hindi, or the language of a minority constituting about 15 to 20 per cent or more of the population of a State.

It was also suggested that where any cadre included in a subordinate service is treated as a cadre for a district, and language which has been recognised as an official language in the district should also be recognised as a medium for the purpose of competitive examinations in the districts.

- (d) The Government of India had reached the conclusion that it was neither necessary nor desirable to impose at the present time any restrictions with reference to residence in any branch or cadre of the State Services and had suggested that pending legislation the State Government should review the domicile rules and the rules relating to residence qualifications; and
- (e) the existing restrictions in some States regarding freedom of trade, commerce and intercourse should be reviewed and every citizen of India should have the right to equality of opportunity.

The State Governments must have taken necessary steps on the lines indicated above suggested by the Government of India and the Commissioner would be grateful if information is sent as to such steps as may have been taken or may be intended to be taken in that connection.

7 The Commissioner would also be grateful if information is sent of any special steps which may have been taken or which may be under contemplation to infuse confidence in the minds of the linguistic minorities and allay any fear of discrimination in their minds.

APPENDIX D

STATEMENT OF REPLIES TO THE QUESTIONNAIRE

Sl. No.	Name of State	Date of receipt of final reply	Date of receipt of interim reply
1	Andhra Pradesh	25-4-48	
2.	Assam	28-5-58	.
3.	Bombay	14-2-58	.
4.	Delhi	12-5-58	..
5.	Kerala	18-12-57	.
6.	Madhya Pradesh	4-4-58	..
7.	Madras . . . . .	..	17-7-58
8.	Mysore	4-11-57	..
9.	Orissa	22-1-58	..
10.	Punjab	18-3-58	..
11.	Rajasthan . . . . .	..	23-4-58
12.	Tripura	14-3-58	..
13.	Uttar Pradesh	28-1-58	..
14.	West Bengal	30-4-58	..

The replies from the Governments of Bihar, Himachal Pradesh and Manipur have not been received so far in spite of repeated reminders.

APPENDIX E

ANDHRA PRADESH

GENERAL ADMINISTRATION (S.R.A.) DEPARTMENT

Letter Ref. No. 4301/57-12.

Hyderabad, the 25th April, 1958

From

Sri M. Purushotam Pai, I.C.S.,
Chief Secretary to Government.

To

The Commissioner for Linguistic Minorities,
26, Hamilton Road,
Allahabad (with enclosure).

Sir,

SUBJECT.—*Reorganisation of States—Safeguards for linguistic minorities—information on the action taken on the Memorandum*

Reference.—Your letter No. F.1/1/57-CLM, dated the August, 1957.

I am directed to invite a reference to the letter cited enquiring about the action taken by the State Government on the Memorandum on the safeguards for linguistic minorities with particular reference to the several points referred to in the note annexed to the above letter and to furnish the following information.

(1) *Provision of educational facilities to Linguistic minorities for imparting education in their mother tongue in Primary and Secondary Stages*

The resolutions of the Provincial Educational Ministers' Conference of August, 1949 on this subject were considered in 1949-50 by the Government of the composite Madras State (of which the Andhra area of this State was then a part of that State) and orders were passed in their proceedings Ms No. 1466, Education, dated 10th May 1950 (copy enclosed). These orders are in force in the Andhra areas of this State. According to these orders, 10 pupils per class or 30 per school, in the case of Elementary Schools is the minimum strength required for providing facilities for instruction through the medium of the mother tongue of the linguistic minorities where the mother tongue is different from the regional language. The minimum requirement is, however, relaxed where managements of schools are willing to provide such facilities for smaller number of pupils. In

Elementary Schools where the medium of instruction is other than Telugu (which is the regional language in this State) e.g. Schools where the medium of instruction is Urdu, Telugu is taught as an additional second language (2nd language) from Class or Standard III. The position is the same in the Telangana area also.

In the Andhra area of this State most of the pupils in Secondary schools learn the regional language, Telugu, either studying it as first language or as their medium of instruction. Pupils who do not learn the regional language (Telugu) in either of the ways will only be few and it has not been possible to make the study of the regional language compulsory for the reasons stated in the last paragraph of Madras Government's Proceedings No. 1466, Education, dated 10th May 1950. In the Telangana region, study of the regional language viz.. Telugu as the second language is compulsory from Class III upwards. A statement (Statement I) showing the number of Elementary schools run in the Andhra area imparting education to the various linguistic groups in this State is enclosed. This statement also shows the number of schools in each of the language groups and the teachers employed for imparting education to these linguistic groups. Similar information in respect of Telangana area both in regard to Primary and Secondary Schools is also furnished—Statement II

(2) Affiliation of Schools and Colleges using minority language.

There are at present no primary or secondary schools affiliated to any agency outside this State excepting the English Schools which train for the Cambridge Examination and they get grants-in-aid. It is considered that there is no need for separate affiliation of such schools to any agency outside the State and to arrange for the inspection and payments of grants-in-aid as this Government have themselves provided adequate facilities for teaching in the language of the linguistic minorities in primary and secondary schools. The suggestion contained in para. 6 of the Memorandum of the Government of India, if implemented, will, in the opinion of this Government, result in strained relations between the Universities in the adjoining States. This Government are not agreeable to the proposals embodied in para 6 of the said memorandum and they consider that the existing position in this State may be continued.

(3) Use of minority languages for Official purposes.

In para. 8 of the Memorandum, the Government of India have decided that a State should be recognised as unilingual where a particular language group constitutes 70 per cent. or more of its entire population and that when there is a substantial minority consisting of 30 per cent. or more of the population, the State should be recognised as bilingual for administrative purposes. The same principles have also been agreed to in deciding the language that should be used for the Official purposes at the district level. According to the 1951 Census, Telugu speaking population in this State constitutes 86.1 per cent of the total population and according to the standards laid down by the Government of India, Andhra Pradesh is a unilingual State. There is no language group in any of the districts in this State consisting of more than 70 per cent or more of the total population which is a minority.

English continues to be the State language in this State though Telugu is predominantly spoken. The question of prescribing an official language in this State under Article 345 of the Constitution is under consideration of this Government. According to the safeguards given to the people of the Telangana area, the position of Urdu as it existed prior to 1st November 1956 in the administrative and judicial structures should be maintained for a period of five years from 1st November 1956 in that area. In the circumstances stated above, the question of notifying a language other than English or Telugu in the districts as an official language does not arise now.

(4) *Recognition of minority languages as the media FOR EXAMINATION CONDUCTED FOR RECRUITMENT to State Services.*

It is presumed that the safeguard relating to the recognition of minority language will apply only in States where the examinations for recruitment to Public Services are conducted in regional languages so that the linguistic minorities will not be placed in a disadvantageous position. The present position in regard to the competitive examination in this State for recruitment to Public Services is as follows:

(i) The Andhra Pradesh Public Service Commission conducts a test of the S.S.L.C. standard, in which four papers have to be answered—three in English and one in the regional language. The candidates are given the option to answer the general knowledge paper in English, Tamil, Telugu, Marathi and Urdu.

(ii) The Public Service Commission holds tests of higher standard than S.S.L.C. [*viz.* Intermediate, B.A., and B.A. (Hons.) Standards]. The medium for these examinations is English in all the papers except the language paper where option exists not only as to the languages mentioned above but also to English, Sanskrit, Persian etc.

(iii) In regard to the Departmental Examinations the position is as stated below.

- (1) where a test in only one language has been prescribed in the special rules, it should be taken in Telugu which is the principal language of the State; and
- (2) where a test in a second language is also prescribed in the Service rules, it should be—
 - (a) in Hindi or Urdu in respect of the State Services; and
 - (b) in Hindi, or Urdu, or in the districts of Srikakulam, Anantapur, Chittoor or Adilabad, Oriya and Kannada, Tamil or Marathi respectively, in respect of Subordinate Services

It will thus be seen that all employees are placed on an equal footing and none is at a disadvantage when compared to others.

The question of giving an option to candidates to select a minority language as the media for examination conducted for recruitment either to the State Service or Subordinate Services does not arise as the examinations for recruitment to Public Services are held in English only. I am, in this connection, to add that there is no minority in this State constituting 15 to 20 per cent. of the total population,

as the Telugu speaking population itself constitutes 86.1 per cent.-- and there is also no district where 70 per cent. of the population speak a minority language.

(5) *Review of the Residence Rules and Qualifications.*

With the enactment of the Public Employment (Requirement as to Residence) Act, 1957, all restrictions relating to domicile qualifications for entering Government service in this State are abolished. But in accordance with the safeguards given to the people of the Telangana region, that region is treated as a separate unit for a period of five years for purposes of recruitment to Subordinate Services. Thereafter there may not be any restrictions in this regard even in that region.

This Government have noted the views of the Government of India contained in paras 17 to 20 of the memorandum on safeguards.

Yours faithfully,

(Sd) BHARAT CHAND KHANNA,
for Chief Secretary to Government.

COPY OF G.O.M.S. No. 1466-EDUCATION, DATED 10-5-1950
SCHOOLS—Elementary and Secondary—Medium of Instruction—
Decisions reached at the Education Ministers' Conference—
Implementation—Orders passed

Read:

From the Deputy Secretary, Govt. of India, Ministry of Education, No. 3183/59-D I, dated 9-9-1949.

From the Director of Public Instruction No. 544-E.1/48, dated the 6th December, 1949.

From the Secretary to the Government of India, Ministry of Education, No. 15-16/49.D I, dated December, 1949

From the Director of Public Instruction No Rc 544 E 1/49, dated 2-1-1950

From the Director of Public Instruction No Rc. 544-E 1/49, dated 10-4-1950.

ORDER:

At the Conference of the Education Ministers held in August 1949, certain decisions were reached in regard to the medium of instruction in elementary and secondary schools. The Government have considered them and they pass the following orders:—

(i) *In elementary schools the medium of instruction should be the mother tongue of the pupils. Facilities for such instruction should be afforded to minority students speaking a language different from the regional language provided there is a strength of 10 pupils per class or forty for the whole school and such students should be taught the regional language not earlier than III standard:*

The regional language which is generally the mother tongue of the pupils in the areas concerned, is already the medium of instruction in elementary schools in this State. The Government have already fixed a minimum strength of 10 pupils per class or thirty per

school for the provision of facilities for giving instruction in a language other than the regional language to students belonging to linguistic minorities

Orders will be issued separately in regard to the study of the regional language by the minority students.

(ii) *Students should be given option to answer question papers in their mother tongue for the first two years in secondary schools to facilitate the switching over to the regional language as medium of instruction:*

This question will arise only in respect of students from elementary schools where a language different from the regional language is the medium of instruction. This option to answer question papers in their mother tongue can be allowed in general secondary schools where the medium of instruction is the regional language, only if a Muslim teacher is available in it and if not other arrangements will have to be made. The present practice of employing bilingual and unilingual teachers in such schools will be continued.

(iii) *In Secondary schools, provision to receive instruction through mother tongue should be made provided one-third of the total number of pupils require such instruction and local bodies and private managements providing such instruction should be allowed usual grant. If the number of pupils in an area is sufficient to justify the opening of a separate school, the instruction in that school should be through the mother tongue of the pupils:*

The minimum strength prescribed by Government for the provision of instruction through a language other than the regional language is 45 pupils for the three forms (forms I to III and Forms IV to VI) and this will be adhered to. It is open to local bodies and private managements to establish separate schools providing instruction in a language other than the regional language or to provide such instruction in existing schools. They will be recognised and aided as other institutions.

(iv) *The study of regional language should be compulsory throughout the secondary school stage for students receiving instruction through a language other than the regional language:*

The Government have decided that from 1950-51 onwards, instead of the regional language any Indian language or a classical language or any other language may be studied as the first language for six periods a week; the medium of instruction being the regional language irrespective of the first languages, except where it is specially provided for, for the minorities under conditions prescribed by them. Students receiving instruction through the medium of a language other than the regional language will be few and if the regional language is to be taught to them, they will have to study four languages. The Government do not consider that it would be possible to make such a provision in the school curriculum and that it may be left to such students to study the regional language privately, if they so desire.

(BY ORDER OF HIS EXCELLENCY THE GOVERNOR)

RAJJAIAH D. PAUL,
Secretary to Government.

STATEMENT I
Number of Schools (Elementary)
ANDHRA AREA

	Tamil	Kannada	Oriya	Urdu
Srikakulam . . . . .	..	..	62	1
Visakhapatnam. . . . .	..	..	..	21
East Godavari . . . . .	..	..	..	13
West Godavari . . . . .	..	..	..	20
Krishna East . . . . .	..	..	..	27
Krishna West . . . . .	..	..	..	30
Guntur North . . . . .	..	..	..	88
Guntur South . . . . .	..	..	..	62
Kurnool . . . . .	..	35	..	90
Anantapur . . . . .	..	6	..	68
Cuddapah . . . . .	..	..	..	63
Nellore . . . . .	..	..	..	63
Chittoor	183	..	..	52
	183	41	62	598
<i>Number of Schools .</i>				
Boys	8,954	2,622	3,540	27,046
Girls	4,432	1,338	1,890	32,721
<i>Number of Teachers .</i>				
Men	260	84	146	1,124
Women	99	39	..	484

STATEMENT II
Secondary Schools
ANDHRA AREA

	Tamil	Kannada	Oriya	Urdu
Number of Schools	9	3	2	13 (of these four are Govt. schools).
<i>No. of Scholars :</i>				
Boys	722	315	144	1,467
Girls	227	9	..	107
	949	324	144	1,574

Training Schools :

Urdu—5 (3 Men and 2 Women) Elementary Grade Guntur and Kurnool
(Guntur and Kurnool) 2 Elementary Grade (Government).
(Islamiah-Kurnool) 1 Secondary Grade (Aided).
Tamil—One Secondary Grade (Chintoor).

Telangana area : (Secondary and Primary Schools)

Nayanpet (Mahaboobnagar District).

All Government Schools have Telugu, Urdu, Kannada and Marathi media.

Nizamabad :

Boys' Primary	} All have parallel classes in Urdu and Marathi media.
Boys' Middle	
Boys' Multipurpose High School	
Girls' High School (Class I to X)	

A. U. bad :

At Nizamabad.

Medak :

Zaherabad : Government Middle-cum-High School.	} Parallel Sections in Kannada and Urdu.

ASSAM

Appointment 'B' Department . . . Appointment Branch No. ABP.
408/56/82, dated Shillong, the 28th May, 1958.

From

Shri K. K. Padmapati, I.A.S.,
Joint Secretary to the Govt. of Assam.

To

The Assistant Commissioner,
for Linguistic Minorities, 26, Hamilton Road,
Allahabad.

SUBJECT:—*Safeguard for Linguistic Minorities and residential requirements for employment under the State.*

Reference:—Letter No. CLM/58(485), dated 5th May 1958 and No CLM/58(372), dated 1st April 1958, addressed to Chief Secretary to the Government of Assam.

Sir,

I am directed to refer to the correspondence quoted above and to say that the State Government have, in conformity with the Public Employment (Requirement as to Residence) Act, 1957, have since abolished the imposition of any restrictions in the matter of appointment of Indian citizens to posts and services under the State Government. A copy of the State Government's order to that effect, No. ABM. 160/57/40, dated the 30th April 1958 is forwarded herewith.

2. The State Government have also issued orders that award of State Scholarships will be done on merit alone. This however, precludes reservation for scheduled castes/ scheduled tribes laid down in the Constitution of India. A copy of State Government's circular No. EMI 135/52/1, dated the 18th March 1958 is forwarded herewith.

3. The concessions granted by the State Government under Article 46 of the Constitution of India to certain backward classes of people in the matter of allotment of fisheries, contracts, mohals, etc., still continue.

4. The rules of recruitment to various State services have not yet been finalised.

5. The State Government already agreed to a proposal of the Ministry of Home Affairs that 50 per cent of new entrants to All India Services allotted to this State should be candidates hailing from outside the State. Allotment to this State has been made accordingly.

6. As regards other points raised in the letter No F 1/1/57-CLM, dated the 21st August 1957 issued by the Commissioner for Linguistic Minorities, the departments of State Government concerned therewith will intimate the position direct to you.

Yours faithfully,

(Sd.) K. K. PADMAPATI,
Joint Secy. to the Govt. of Assam.

GOVERNMENT OF ASSAM

*Appointment (B) Department... Miscellaneous Branch
No. ABM-160/57/40, dated Shillong, the 30th April, 1958.*

OFFICE MEMORANDUM

In pursuance of the provisions of Section 2 of the Public Employment (Requirement as to Residence) Act, 1957—published in the Gazette of India Extraordinary Part II Section I, dated the 9th December 1957 as Act No. 4 of 1957, the Government of Assam have decided that there would be no imposition of any restrictions as respects residence in the matter of appointment of an Indian Citizen in any branch or cadre of the State Services

The undersigned is therefore, directed to say that in order to liberalise the requirements as to residence, the existing relevant Rules 307(1) and (2) under Section VII of the Assam Executive Manual—page 109 and the instructions issued in the Appointment Department Office Memorandum No. AAM. 10/53/137, dated the 30th July 1953 may be treated as cancelled with effect from 1st May 1958 except in cases of displaced persons who are not citizens of India. As such the relevant paras 1(a), (b) (i), (ii) and (c) (i), (ii) and (iii) contained therein relating thereto may be treated as inoperative from 1st May 1958.

Under the provisions of the Citizenship Act, 1955 persons of Indian origin who have migrated from Pakistan (i.e. displaced persons) are now in a position to acquire citizenship of India after being ordinarily resident in any part of Indian Union under section 5(1) (a) of the Act, and they are deemed to be citizens of India only when they register themselves as such. A person belonging to the above category of persons may however, be admitted to an examination or interview conducted by the Assam Public Service Commission or other authority and may be provisionally appointed on merit to any post or service under the State Government for one year only. Provided that he is a displaced person in whose favour a certificate of eligibility has been granted by Government and that the certificate of eligibility will be valid for one year from the date of his appointment beyond which he can be retained in service only if he has become a citizen of India.

As regards para 3 of the abovementioned Office Memorandum No. AAM.10/53/137, dated the 30th July 1953, relating to contracts, settlement of fisheries, ferries, toll bridges, forests and excise shops etc., the respective Departments have been asked to take necessary steps to make necessary changes in the existing rules and laws who will inform you in due course.

As regards para 4 of the said Office Memorandum instructions issued by the Education Department in their letter No EVL.135/53/1, dated the 18th March 1958 may be referred to.

(Sd) A. N KIDWAI,

Chief Secretary to the Govt. of Assam.

GOVERNMENT OF ASSAM

*Education (G) Deptt. Education Branch. No. EMI 135/58/1,
dated Shillong, March 18, 1958*

From

Shri U. Sarma, M.A. (Cal.), M.Ed., (Illinois),
Under Secretary to the Government of Assam.

To

The Director of Public Instruction, Assam.

SUBJECT:—*Residential qualification required of candidates in order
to be eligible for State Scholarships.*

Sir,

In supersession of the instructions contained in this Department Memo No EMI/35/52/69, dated 19-11-56 on the above subject I am directed to say that Government have now decided to award the State Merit Scholarships to all candidates on merit alone, regardless of residential qualifications, with immediate effect.

This will not however apply in case of Scholarships reserved for Scheduled Castes, Scheduled Tribes & other Backward Classes.

Yours faithfully,

(Sd.) U SARMA,

*Under Secy to the Govt. of Assam,
Education (G) Department*

BOMBAY STATE

No. OFL-1057-C-1076-B

POLITICAL AND SERVICES DEPARTMENT

SACHIVALAYA, BOMBAY.

From

Shri B. K. Chougule, I.A.S.,
Under Secretary to the Government of Bombay,
Political and Services Department.

To

The Commissioner for Linguistic Minorities,
26, Hamilton Road,
Allahabad.

SUBJECT:—*Safeguards for linguistic minorities.*

Sir,

With reference to your letter No. FL/1/57-CLM, dated the 21st August 1957, on the subject noted above, I am directed to furnish information as detailed in subsequent paragraphs.

2. As regards paragraphs 1, 2, 3 and 4 of the list of points, copies of the letters No. SLM-1056/4156-D, dated the 21st October 1957 from the Education Department of this State and No. S-67-(e)-152-G1-C, dated the 10th December 1957 from the Director of Education are enclosed for information. Regarding list of primary schools referred to by Education Department in point 1, Education Department of this State is being asked to furnish the same direct to you.

3. So far as paragraphs 5 and 6(a) and (c) of the list of points are concerned, no regional language/s has/have been recognised for State, Districts, Talukas as official language/s as suggested in paragraphs 7, 11, 13, 14 and 17 of the Memorandum of the Government of India, as certain information is still awaited.

4. As regards paragraph 6(b) orders have been issued to all concerned to issue statutory orders and Notifications in regional languages along with English versions.

5. For paragraph 6(d), this Government have already issued orders under Resolution No 7095/46, dated the 20th May 1950, a copy of which is enclosed.

6. So far as paragraph 6(e) is concerned, there are no restrictions on the linguistic minorities in this State in respect of freedom of trade and commerce.

Yours faithfully,

(Sd) B. K. CHOUGULE,

Under Secy to the Govt of Bombay,
Political & Services Department.

Copy of a letter No. SLM-1056/4156-D, dated the 31st October 1957, from the Education Department, Bombay.

SUBJECT:—Safeguards for linguistic minorities—collection of information regarding

Reference your secret endorsement No. OFL. 1057/C-7458-B, dated the 12th September 1956, on the subject mentioned above. The requisite information with reference to items 1 to 4 of the letter No. F 1/1/57-CLM dated the August 1957 from the Commissioner for Linguistic Minorities, Ministry of Home Affairs, Government of India, New Delhi, so far as this Department is concerned is as under:—

*Point (1).—*The recommendation made at the Provincial Education Ministers' Conference in August 1949 is already being implemented in this State. So far as Primary Schools in this State are concerned, the District School Boards are permitted under Primary Education Rule 32 to open a school for a Linguistic Minority provided the parents or guardians of at least 40 pupils claim a separate school. Similarly, under Primary Education Rule 115, a private school is recognised and aided by the Department by way of grants-in-aid if it has an average attendance of 25 children. This attendance is relaxed to 20 in hilly and backward areas and to 15 in case the pupils are girls or from Backward Classes. It is proposed to amend the relevant Primary Education Rule whereby the average attendance for eligibility for purpose of grant is further reduced to 15 for all non-backward areas and 10 for all backward areas. As for Secondary Schools, the Schools with a medium of instruction other than a Regional or State language (such as Bengali, Tamil, Malayalam etc) are recognised and aided by the Department. Similarly, Gujarati medium schools in Marathi speaking districts and Marathi medium schools in Gujarati speaking districts are also recognised and aided under the usual rules.

As regards the supply of information regarding primary schools in this State, a copy of the latest administration report of the Education Department for the year 1953-54 is forwarded herewith. Table No. III appearing at page 134 of the report gives the Educational institutions including primary schools run by Government, Municipalities and School Boards

*Point (2) (b) —*As Secondary Education in this State is mainly entrusted to non-official local agencies, it is not necessary to provide for instruction in a language of the linguistic minorities in Government secondary schools

*Point (2) (c) —*The resolution passed at the provincial Education Ministers' Conference in 1949 brought to the notice of all non-Government Secondary Schools in this State through the Educational Inspectors. Any request implied in this clause has not so far been made to the Department in any area and in case such a request is received the necessary arrangements will be made

*Point (2) (d) —*As regards making Regional language a compulsory subject throughout the Secondary Stage, the position as it obtains at present is that the regional language is not compulsory

throughout the Secondary Stage in this State. All schools imparting instruction in a language of linguistic minorities have, however, to teach the regional language compulsorily in Standards III to VII. In the English teaching schools, the regional language is compulsorily to be taught in Standards III—X. This Government considers that its present policy regarding teaching of Regional language compulsorily in Standards III—VII of Secondary Schools with a medium other than the recognised Regional language and in Standards III—X of English teaching schools, adequately meets the requirements of linguistic minorities in having education in their language at the Secondary stage. The Bombay State Advisory Board of Secondary Education has recently examined the language pattern in this State and has suggested the following formula.

A. (i) Mother Tongue

or

(ii) Regional language

or

(iii) A composite course in mother tongue and Regional language

or

(iv) A composite course in mother tongue and classical language.

B. Hindi

C. English or a modern Indian language not taken under A & B.

The above suggestion of the Board of Secondary Education is being examined by this Government.

Points 3 and 4.—Affiliation of Schools and Colleges using minority languages. So far as the S.S.C. Examination of Secondary Schools are concerned, the Tamil, Malayalam, Telugu and Bengali medium schools find some difficulty in presenting pupils at the public examination since these languages are not media of examinations recognised by the Bombay S.S.C. Examination Board. In view of this difficulty, such schools are at present allowed to have English as their medium in the higher Secondary Standards VIII—XI. To solve this difficulty, it has since been decided by Government to permit affiliation of Secondary Schools in the State having media of teaching other than those accepted for the Bombay S.S.C. Examination, to appropriate bodies outside the State. A new rule (Rule 39-A) providing for such affiliation outside the State has, therefore, been added under Section IV in Chapter II of the revised Grant-in-aid code. A copy of the Code is enclosed.

As regards affiliation of Colleges in the State to outside bodies, the Government of India has proposed that institutions where the teaching is done in the language of a minority which is not the Regional language should be permitted to affiliate themselves to outside bodies without difficulty. This principle has been accepted by this Government and it is proposed to provide for it in the Acts of the various Universities constituted in this State by so amending the University Acts as to make it incumbent upon the University which adopts the Regional language of the area as the only or main medium to allow affiliation to outside bodies. Provision to this effect, already exists in the Gujarat, Poona, S. N. D. T. University Acts.

As regards supply of information regarding schools and colleges established by linguistic minorities and the Grant-in-aid they receive from the State Government, the Director of Education Poona, has been asked to furnish the requisite information to you *direct*."

Copy of a letter No. S-67-(c)-152-GI-C, dated the 10th December 1957, from the Director of Education, Bombay State, Poona.

SUBJECT.—*Safeguards for linguistic minorities—Collection of information regarding.*

"I have the honour to solicit a reference to Government letter, Education Department No. SLM—1056-4156—D, dated 31st October, 1957, on the subject mentioned above and to say that there are at present no recognised educational institutions in the residuary areas of the old Bombay State which are affiliated to Universities or other authorities situated outside the State. A provision has, however, been made in the Grant-in-Aid Code for such affiliation outside the State for such recognised educational institutes, which experience difficulties in presenting pupils at the public examination (S.S.C. Examination) on account of non-acceptance of their medium of instruction as a medium of examination at the said Examination. I give below the names of non-Government Secondary Schools run by linguistic minorities in this State.

- (1) Bengali Education Society's High School, Morbag Road, Dadar, Bombay
- (2) South Indian Education Society's High School, Brahmanwada, Matunga, Bombay.
- (3) Andhra Education Society's High School, King's Circle, Bombay.
- (4) South Indian Welfare Bombay's Girls High School, Matunga, Bombay.
- (5) S. V. Union's High School, Poona-2.

These 5 schools are allowed by the Department to use English as medium of instruction in higher standards i.e VIII to XII in order that their pupils should experience no difficulty at the S.S.C. Examination. These schools have also, therefore no difficulty at present so far as sending up their pupils for the Public Examination (S.S.C. Examination) is concerned. It is, however permissible for them to get themselves affiliated to Universities or other authorities situated outside the State to enable their pupils to appear for the Public Examination of the concerned educational body with their mother-tongue as the medium of examination as per above provision in the Grant-in-Aid Code

2 The above mentioned 5 schools are recognised and aided by the Department, and they receive Government grant in the same proportion in which other non-Government aided schools are paid Government grants. The following are rates of Government grants paid to aided Secondary schools in this State

(1) Maintenance grant

20 per cent and 33-1/3 per cent of the admitted expenditure of the preceding year to schools in Urban and Rural areas respectively.

(2) Dearness Allowance
Grant

50 per cent. of the total admitted expenditure on Dearness Allowance.

(3) Equipment Grant

25 per cent. of the expenditure on equipment

3. As regards the schools established by linguistic minorities in the new areas of the reorganised Bombay State the necessary information is being collected from the Officers concerned and it will be submitted to Government immediately I get it from them.

As regards colleges, it may be stated that at present there are no colleges in the Bombay State established by linguistic minorities and hence the question of the payment of grant-in-aid to such colleges, does not arise. In so far as the aided colleges under the control of this office are concerned all colleges affiliated to statutory Universities are paid grants in accordance with one uniform set of rules."

GOVERNMENT OF BOMBAY, GOVERNMENT SERVICE—ELIGIBILITY OF
CERTAIN CLASSES OF PERSONS WHO ARE NOT CITIZENS OF INDIA FOR—

*Government of Bombay, Political and Services Department,
Resolution No. 7095/46, Bombay Castle, 20th May 1950*

RESOLUTION OF GOVERNMENT

According to rule 4 read with rule 3(d) of the Bombay Civil Services Classification and Recruitment Rules, appointment to services under the rule-making control of the Government of Bombay was confined to the natives of the Province of Bombay including persons who were domiciled in certain "Indian States" which were contiguous to the territory of the State of Bombay and who were subjects of the Portuguese possessions in India. It was also the policy of the Government of Bombay that as a general rule no person who was not a national of the Indian Dominion should as far as possible be appointed to services under it. This policy requires to be revised in the light of the provisions of the Constitution of India.

2. The Constitution of India has established a common citizenship for the whole of India with the result that the distinction between nationals of the Indian Dominion and subjects of the former "Indian States" no longer exists. It further provides that there shall be equality of opportunity for all citizens in matters relating to appointments to any office under the State. It follows therefore that all citizens of India are equally eligible for employment in services under this Government, it being no longer feasible to restrict recruitment to persons domiciled in this State and rules 3(d) and 4 of the Bombay Civil Services Classification and Recruitment Rules have ceased to be operative. The question whether preference should be given to residents of this State in making appointments under this Government is being considered separately.

3. While there is no constitutional ban to the appointment of non-citizens of India to services and posts under it, the Government of Bombay has decided in the interests of national security and on general grounds of policy that such appointments should, as heretofore, be made only in exceptional circumstances and only on temporary or contract basis, the specific orders of Government being obtained in each case. It is, however, considered desirable that citizens of certain adjacent territories which have close ties and associations with India should not be rendered entirely ineligible for permanent appointment under the State. As an exception to the general rule mentioned above, therefore, it has been decided that the following categories of non-citizens may be rendered eligible for appointment to services and posts under this Government by issue of *ad hoc* certificates of eligibility in their favour—

- (i) subjects of Nepal and Sikkim; and
- (ii) persons who have migrated or may hereafter migrate from Pakistan with the intention of permanently settling down in India and who have not become citizens of India under the Constitution.

The certificates of eligibility will be issued by the Political and Services Department on the merits of individual cases after the character and antecedents of the persons concerned have been verified and found to be satisfactory.

4. It has also been decided that subjects of the Portuguese possessions in India, though they may be non-citizens, should generally be held eligible for service under this Government and in their case no certificates of eligibility in favour of individuals should be deemed necessary.

By order of the Governor of Bombay,

M D BHAT,

*Chief Secretary, to the Govt. of Bombay.
Political and Services Department.*

G.R.P. & S.D., No. 7095/56, dated the 20th May 1950

To

1	2	3	4	5
*	*	*	*	*

BOMBAY

No. SLM 1058/727-D,
EDUCATION DEPARTMENT,
OLD SECRETARIAT, BOMBAY,
17th March 1958.

From:

The Deputy Secretary to the Government of Bombay,
Education Department.

To

The Commissioner for Linguistic Minorities,
26, Hamilton Road, Allahabad.

SUBJECT.—*Safeguards for linguistic Minorities—collection of
information regarding.*

Sir,

I am directed to invite a reference to your letter No. F.1/1/57-CLM of August 1957 addressed to the Chief Secretary to the Government of Bombay and with reference to information on the point relating to Primary Schools run by Government etc., in this State to observe as follows:—

The recommendation made at the Provincial Education Ministers' Conference in August 1949 is already being implemented in this State. So far as primary schools in this State are concerned, the District School Boards are permitted under Primary Education Rule 32 to open a school for a Linguistic Minority provided the parents or guardians of at least 40 pupils claim a separate school. Similarly, under Primary Education Rule 115, a private school is recognised and aided by the Department by way of grants-in-aid if it has an average attendance of 25 children. This attendance is relaxed to 20 in hilly and backward area and to 15 in case the pupils are girls or from Backward Classes. It is proposed to amend the relevant Primary Education Rule whereby the average attendance for eligibility for purpose of grant is further reduced to 15 for all non-backward areas and 10 for all backward areas.

As regards the supply of information regarding Primary Schools in this State, a copy of the latest administration report of the Education Department for the year 1954-55 is forwarded herewith. Appendix No. III appearing at page 230-231 of the report gives the Educational Institutions including primary schools run by Government, Municipalities and School Boards.

Yours, faithfully,

(Sd.) MOHD ABDULLA,

*Deputy Secretary to the Government of Bombay,
Education Department.*

Through the Linguistic Minorities Officer, Bombay State. Shri N. S. Pardasani, I.A.S., Deputy Secretary to Government, Political and Services Department.

DELHI ADMINISTRATION

DELHI ADMINISTRATION, DELHI

No. F9/40/57-GAD.

Dated the 12th May 1958.

From

Shri C. L. Anand, P.C.S.,
Under Secretary (Appointments),
Delhi Administration, Delhi.

To

The Commissioner for Linguistic Minorities,
26, Hamilton Road,
Allahabad.

SUBJECT.—*Safeguards for linguistic minorities.*

Sir,

With reference to the correspondence resting with your letter No. CLM/57 (95), dated the 27th December 1957 on the subject noted above, I am directed to give below the requisite information in respect of the various items contained in the memorandum received with Ministry of Home Affairs letter No 20/5/56/SRI, dated the 19th September 1956.

Item 2.

Facilities for instructions in the mother tongue at the primary stage of education exist in the schools of Delhi for practically all regional languages.

Item 3.

At the Secondary stage, instruction in the mother tongue is not compulsory but students have the option to answer questions at examinations in their mother tongue. Instructions are generally given in the mother tongue but technical terms are expressed in English. Students have the option to express in the language they choose.

Item 4(a).

Private schools in which the mother tongue of the pupils is a language other than the regional or State language are recognised for the purpose of grant-in-aid even if the medium of instructions in such schools is the mother tongue.

(b) Government is providing similar facilities in all Government and District Board schools where one-third of the total number of pupils of the school desire to be instructed in their mother tongue.

(c) No such request has been received in respect of any aided school but in case such a demand is received in future the management of the aided school concerned will be required to provide these facilities.

(d) Hindi is a compulsory regional language in Delhi throughout the secondary stage.

Items 5 and 6.

There is only one University in this territory and presumably no request for affiliation to any University outside this territory has been made by any institution in this territory in respect of courses of study in the mother tongue. If any such request is made it will be considered in the light of the recommendations made in these paras.

Items 7—10.

These instructions have been noted.

Items 11 and 12.

These suggestions were communicated to the local bodies.

Item 13.

No examination has been prescribed for recruitment to State Services in Delhi Administration.

Items 14-15.

The condition in regard to residence in the recruitment to services in Delhi Administration has been done away but in this connection Parliament has enacted the Public Employment (Requirements as to Residence) Act, 1957.

Item 17.

No restrictions have been imposed in this territory in respect of trade, commerce and intercourse and the right of equality of opportunity.

Items 18 and 19 do not need any comments as Delhi Administration does not recruit I.A.S. officers and Judges.

Item 20.

This Administration refers all cases to the Union Public Service Commission and has not set up any separate Public Service Commission of its own or jointly with any other State.

Items 21 and 22

No comments are called for on these paras

Yours faithfully,
(Sd) C. L. ANAND,
Under Secretary (Appts.),
Delhi Admn., Delhi.

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KERALA STATE

PUBLIC (STATES REORGANISATION) DEPARTMENT

No. SRN-3-28316/57/PD.

Trivandrum, 18-12-1957.

From

The Chief Secretary to Government.

To

The Commissioner for Linguistic Minorities,
(Ministry of Home Affairs), Government of India,
Government House, Allahabad, U.P

SUBJECT—*Safeguards for Linguistic Minorities—collection
of information.*

Reference.—Your letter No. F.1/1/57-CLM, dated -8-1957
and 1-11-1957.

Sir,

I am directed to invite a reference to the letter cited as first paper and to say that necessary action on the lines indicated in the Memorandum attached to letter No 20/5/56-SRI, dated 19th September 1956 from the Ministry of Home Affairs has already been taken by this State Government. The information required by you on the several points noted in your 'List of points' is furnished below:—

1. The Anglo-Indians, Gujarathees, Brahmins, Tamil Brahmins, Vellalas and Nadars form the linguistic minority group of the Travancore-Cochin region of the Kerala State and the Kannadigas form that of the Malabar region of Kerala. Facilities have been provided for the education of the above linguistic groups in their mother-tongue. In a good number of schools English has been permitted to be adopted as the medium of instruction to cater to the needs of the pupils whose mother tongue is English. In the easternmost parts of the Chittur Taluk in Palghat district where Tamil is the spoken language, there are schools with Tamil and Malayalam as media of instruction. There were a large number of Tamil Schools in South Travancore and these areas have been transferred to Madras consequent on States Reorganisation. At Mattancherry there is a Gujarathees Mahavidyalaya providing full facilities for the education of this linguistic minority group. In the Kannada speaking area of the Kasaragod taluk in N Kerala, there are schools with Kannada as medium of instruction.

2 The general principle adopted with regard to secondary education in the State is that pupils should as far as possible be taught in their mother tongue. Government have provided all facilities for this purpose.

The regional language, Malayalam, is the medium of instruction in Secondary schools. There are a number of schools with Tamil, Kannada and English as media of instruction for the benefit of the

respective linguistic groups. In certain schools parallel classes are run with the regional language and the mother tongue of the minorities as media of instruction.

Wherever there was demand from the parents of 1/3 of the students in a school, facilities have been provided for teaching them in the mother tongue, by running parallel classes. Even for less than 1/3, these facilities have been given. There are aided, Board and Government schools enjoying these facilities.

Regional language has been declared as a compulsory subject throughout the secondary stage except in Sanskrit High Schools.

3. The Kerala University Act XIV of 1957, does not allow any educational institution within the State, save with the sanction of the Chancellor, to seek or continue affiliation to any other University. But there are at present a few colleges in the State affiliated to the Madras University and they are permitted to continue as such for some time more in accordance with the transitory provision, *viz.* Section 40(1). They are being given grants-in-aid in accordance with the provisions of the Grants-in-aid Code of the Madras State.

4 There are a few schools established by linguistic minorities such as Anglo-Indians, Kannadigas, Gujarathees and Tamilians. These institutions are also receiving Government grants. Grant-in-aid is given by the Government taking into account the annual expenditure incurred by the management every year

The University has taken all possible steps to safeguard the interests of linguistic minorities in the State and has provided for the study of the following languages for the Pre-University and Degree courses —

- (1) Kannada, (2) Tamil, (3) Arabic, (4) Urdu, (5) Syriac,
(6) Hebrew

The University has sanctioned all applications from colleges in the State for affiliation in the languages of the minorities mentioned above, and has also granted affiliation to the institutions for the study of Arabic in the Malabar area of the Kerala State

5 No But an Official Languages Committee has been appointed by the Government to go into the question

6 (a) There is no district in Kerala where 70 per cent or more of the total population of the district speak any language other than the regional language, *viz* Malayalam

(b) This Government have accepted as a policy that so long as areas with linguistic minorities are included in the State provision will have to be made for the supply of some of the important State documents in the minority language also As a first step, notifications regarding the Devicolam Taluk are being published in Tamil. Facilities have been provided for the registration of documents in Tamil in the Chittur, Devicolam and Peermade taluks and in Canarese in the Kasargod and Hosdrug Taluks respectively English and Malavalam are the languages used generally in all the Courts in the State But in the Courts in the Devicolam taluk, Tamil also is in use. In the Courts in the Kasargod and Hosdrug taluks Canarese is also used

(c) The aggregate strength of all the linguistic minority groups of Kerala comes to about only 6 per cent of the State's population (*vide* para 308 of States Reorganisation Commission Report). Hence the question of conducting examination for recruitment to State service in the language of the minorities does not arise.

There is no district in the State where a separate language has been declared as the official language of the district

(d) There is no statutory rule in Kerala relating to residence qualifications for recruitment to service

(e) There is no restriction of the type mentioned, in Kerala.

7. Besides the facilities indicated in the answers above, it may be stated that in all spheres of Governmental activity, the growing needs of the linguistic minority groups are promptly attended to, in order to allay any fear of discrimination in their minds

Yours faithfully,

(Sd.) for Chief Secretary to Government.

KERALA STATE

Letter No. C2-33885/57/ED

TRIVANDRUM,
March 21, 1958.

From

Shri P. K. Nambiar, I.A.S.,
Secretary to Government

To

The Commissioner for Linguistic Minorities,
Ministry of Home Affairs,
Government of India,
Government House,
Allahabad, U P

Sir,

SUBJECT—*Safeguards for linguistic minorities—Regarding.*

I am directed to forward herewith a copy of the map of Kerala. The safeguards provided in linguistic minorities are embodied in this State Government's letter No. SRN-3-28316/57/PD, dated 18-12-1957 to the Commissioner

The following further points will be of interest to the Commission —

- (1) The State Government have decided that parallel classes can be run in any school in English, Hindi, Canarese and Gujarathi provided there are 15 pupils willing to have that medium. The parents are free to choose the medium of instruction under which education can be imparted to

their children. This gives the maximum amount of protection to the existence of language groups in the State.

- (2) A College was established at Kasargode to serve the needs of Kannada speaking people.
- (3) The Government have also appointed the Education Secretary as the Linguistic Minority Officer to co-ordinate the activities of the different departments of the State in safeguarding the interests of minority groups.

Yours faithfully,

(Sd.) P. K. NAMBIAR.
Secy. to Government.

MADHYA PRADESH

GOVERNMENT OF MADHYA PRADESH CENTRAL ADMINISTRATION DEPARTMENT

No. 2223/6789/I(V), dated Bhopal, the 4th April, 1958.

From

Shri L. B. Sarje, I.A.S.,
Deputy Secretary to Government,
Madhya Pradesh.

To

The Commissioner for Linguistic Minorities,
26, Hamilton Road,
Allahabad.

SUBJECT:—*Safeguards for linguistic minorities—Collection of information regarding.*

Sir,

I am directed to refer to your Secret letter No. F.1/1/57-CLM, dated the 21st August, 1957 and subsequent reminder No. CLM/57 (87), dated the 27th December, 1957, on the above subject, and to enclose a note explaining the position obtaining in this State and the action taken so far in respect of the various points mentioned in your letter referred to above and in the Memorandum on the subject of Safeguards for Linguistic Minorities forwarded with the Ministry of Home Affairs letter No. 20/5/56-SRI, dated the 19th September, 1956.

Yours faithfully,

(Sd.) L. B. SARJE,
Dy. Secy. to the Government.

SAFEGUARDS FOR LINGUISTIC MINORITIES

Note explaining the position existing in Madhya Pradesh and the action taken so far in respect of the points contained in the Memorandum forwarded with the Ministry of Home Affairs letter No. 20/5/56-SRI, dated the 19th September, 1956 and Commissioner for Linguistic Minorities Secret Letter No. F 1/1/57-CLM, dated 21st August, 1957.

Paras of the Memorandum	Points in the Commissioner's letter, dated 21st August, 1957	
Para. 2 . . .	Point I	The recommendations of the State Education Ministers' Conference held in August 1949 were adopted in Old Madhya Pradesh. A copy of the order issued in Hindi with its English version is enclosed. The question of adopting these recommendations in other regions of New M. P. <i>viz.</i> , Madhya Bharat, Vindhya Pradesh and Bhopal will be taken up shortly. A note containing some information in regard to the number of primary and Secondary schools for Linguistic Minorities and the grants paid to them is enclosed. This note is however not complete. Further information is being collected and a complete note will follow.
Para. 3 and 4 . . .	Point 2 . . .	The Instructions issued by old M.P. cited above cover the recommendations in regard to Secondary Education of Linguistic Minorities also. Further information available is given in the above note.
Para. 5 . . .	Point 3 . . .	There are no such restrictions but at the same time there is no school or college for any linguistic minority so affiliated upto now.
Para. 6 . . .	Point 4 . . .	The information available has been shown in the note referred to above against para. 2.
Para. 7 . . .	Point 6 (a) . . .	There is no such district in this State and as such no step is called for.
Paras. 8, 9, 10 . . .	Point 6 . . .	In this State, only one language group <i>viz.</i> , Hindi constitutes about 87.4% of its entire population. There is no district in the State where under this principle the language of the minority group should be the official language.
Paras. 11—12 . . .	Point 6 (b) . . .	The M. P. official language Act 1957 has recently been published. Action to implement this decision will now be taken.
Para. 13 . . .	Point 6 (c) . . .	Recruitment to State Services is not done by competitive examinations in this State. These recommendations will however be kept in view if and when such an examination is conducted.
Para. 14 . . .	Point 6 (d) . . .	There are no restrictions on the ground of domicile in this State.
Para. 15 . . .	. . .	This does not concern this State.

Paras of the Memorandum	Points in the Commissioner's letter, dated 21st August, 1957	
Para. 16	Point 6 (e)	The existing position has been explained above against para. 14.
Para. 17	.	There are no restrictions or discriminatory conditions attached regarding freedom of trade, commerce and intercourse and right to equality of opportunity.
Para. 18		The proposal is sound in principle and has been noted
Para. 19	.	The State Government agree with these recommendations.
Para. 20	.	No comments
Para. 21-22	.	This has been noted
	Point 5	The State legislature has passed the M. P. Official Language Act, 1957 which has been published in the M. P. Gazette on 7th February, 1958. A copy of the Act is enclosed. According to section 3 of the Act Hindi in Devanagari script has been declared official language of the State. Issue of notifications under sec. 4 is being considered by the State Government.

GOVERNMENT OF MADHYA PRADESH

Education Department

No 2163-868-18-52 Nagpur, the 25th April, 1955.

To

The Director of Public Instructions, Madhya Pradesh.

SUBJECT.—*Medium of instruction for children belonging to linguistic minorities*

State Government has taken the following decision on the resolutions adopted at the State Education Ministers' Conference held in August 1949.

- (A) Pupils whose mother tongue is one of the fourteen accepted languages mentioned in the constitution and is not the same as the regional language will be treated as pupils belonging to linguistic minorities.
- (B) where the mother tongue is different from the State language or the regional language and (1) if there are not less than 40 pupils in a primary school speaking that language in the whole school or such pupils in a class, at least one teacher shall be appointed to give instructions

in that primary school through the medium of the mother tongue, if there is demand for such instructions;

- (ii) if the number of pupils whose mother tongue is a language other than the regional or the State language is sufficient to justify a separate Secondary school in that area, the medium of instruction in such a school may be the mother tongue of the pupils such schools shall be entitled to recognition and grants-in-aid from the State Government according to rules;
- (iii) if in any secondary school maintained by Government or a Local Body, one third of the total number of pupils of the school desire instruction in their mother tongue and if no other school in that area meets this demand, the question of providing such instructions will be duly examined.
- (C) Local Bodies which have closed down primary schools providing instruction in non-regional languages should be advised to restart them. If the Local Bodies are unable to do so, they should be advised to transfer all assets, building and equipment of such schools to such local (educational) societies as may be prepared to run them.
- (D) If non-Government Hindi and Marathi primary schools in which the number of pupils speaking a non-regional language is about 40 make arrangement for instruction through the medium of a non-regional language according to rules, they shall be given grants-in-aid on the admissible expenditure on the usual terms. For such additional sections in Secondary schools, and to new Secondary schools started for providing such instruction, grants-in-aid shall be paid on the admissible expenditure on the usual terms.

2. Action has to be taken according to these decisions and the decisions are to be implemented soon. It is, therefore, requested that data be collected and self explanatory proposal, with financial implications be forwarded to the Government immediately.

By order of the Governor
Madhya Pradesh.

(Sd.) SHAMANUJ VERMA,
Under Secretary to Government, Madhya Pradesh.
Educational Department.

LIST SHOWING THE NO. OF SCHOOLS (LANGUAGE) CONCERNING TO
MADHYA BHARAT REGION (BOYS AND GIRLS)

Government Schools

1. Gujarati	2
2. Urdu	33
3. Marathi	20

Aided Schools

<i>Name</i>	<i>Amount Grant in aid.</i>
	<i>Rs.</i>
1 Urdu Islamia School Indurakhi (Bhind)	300
2. Anjuman Islam School, Bhilsa	180
3. Sherania Urdu School, Ratlam	300
4. Marathi Prathamik Shala, Mhow.	600
5. Prathamik Pathashala, Gujratī Samaj, Indore	4,000
6. Gujarati Samaj Inter College, Indore.	51,000
7. Gujarati Samaj Sajjan Vidyalaya, Ratlam	6,900
8. Gujarati Samaj, Middle School, Ujjain.	7,900
9. Urdu Vajahiya Middle School, Indore.	4,778
10. Urdu Vajahiya Primary School, Class I, Indore.	5,000
11. Urdu Vajahiya Primary School, Class II, Indore	4,625

Though these institutions are in the names of Gujarati, Marathi and Urdu, yet other languages are also taught in them.

Mahakoshal Region

In the Mahakoshal area the medium of instruction in Government and non-Government High and I.E.M. School is Hindi.

The following non-Government secondary schools have English medium:—

- (1) Christ Church Boys High School, Jabalpur.
- (2) St. Aloysius High School, Jabalpur.
- (3) Christ Church Girls High School, Jabalpur.
- (4) St. Joseph's Convent Girls High School, Jabalpur.
- (5) St. Joseph's Convent Girls High School, Sagar.

There are no Anglo Indian English Middle Schools in Mahakoshal

The following schools are through Urdu medium:—

- (1) Quadria Girls High School, Burhanpur.
- (2) Muslim Girls High School, Raipur.
- (3) Anjuman High School, Jabalpur.
- (4) Anjuman Contonment I.E.M. School, Jabalpur.
- (5) Husenia Girls I.E.M.S. Jabalpur.
- (6) Hakimia Coronation H.S. Burhanpur (Boys).

The following schools are run through Marathi medium:—

- (1) Shri Nath High School (Girls) Chhindwara.
- (2) Maharashtra H. S. Jabalpur.
- (3) Pandit Waman Rao Lakhe, I.E.M. School, Raipur.

Anglo Indian Schools are paid grant at the approved expenditure or $\frac{1}{2}$ of annual income whichever is less as per Chapter V of the Anglo Indian Education Code.

(ii) In the rest of the Non-Government secondary schools the Grant is paid on deficit basis.

VINDHYA PRADESH REGION

AIDED SCHOOLS

<i>Name</i>	<i>Amount Grant in Aid</i>
	Rs.
1. Anjuman Islamia Schools, Tikamgarh	1,371
2. Islamia School, Satna.	120
3. Islamia School, Rewa	180
There are no Marathi and Gujarati Schools.	

MYSORE STATE

GOVERNMENT OF MYSORE

No. GADIZOC57

MYSORE GOVERNMENT SECRETARIAT,

Encl: Statement.

GENERAL ADMINISTRATION DEPTT.

Bangalore, 4th Nov. 1957.

FROM

The Chief Secretary to the Government of Mysore.

To

Shri B. Malik,
Commissioner for Linguistic Minorities,
11, Edmonstone Road, Allahabad.

SUBJECT:—*Safeguards for Linguistic Minorities—Collection of information regarding.*

SIR,

With reference to your letter No. F. 1/1/57-CLM, dated the August, 1957, on the subject noted above, I am directed to state as follows:—

The safeguards mentioned in the "memorandum on the safeguards for Linguistic Minorities" mainly relate to:—

- (i) provision of the facilities for instruction in the mother tongue of the linguistic minority groups.
- (ii) recognition of minority languages as official language i.e., where 70 per cent. or more of the total population of a District consists of a group which is a minority in the State as a whole.
- (iii) publication of important Government notices, rules, etc., in the minority languages wherever a linguistic minority constitutes 15 to 20 per cent. of the population of an administrative unit like Taluk, District.
- (iv) recognition of official language based on the criterion referred to in clause (ii) above or the language of the minority constituting about 15 to 20 per cent. or more of the population of the State as a medium for examinations conducted for recruitment to State services.

- (v) removal of restrictions, if any, in the matter of trade, commerce and intercourse.
- (iv) removal of restrictions regarding domicile in the rules relating to recruitment to State services.

2. As regards (i) above, I am to state that the facilities as envisaged by the Government of India are granted to the linguistic minorities in this State in the matter of education. The linguistic minorities are treated on par with Kannada schools so far as opening of additional schools or classes is concerned, i.e., in so far as there is a demand for opening a primary school. If there are 20 to 25 pupils forthcoming, a new school or a branch school is opened. Similarly permission for opening additional sections in High School is given wherever there is a demand, if 30 to 40 pupils are forthcoming. Every effort is being made to see that primary education is imparted through the mother tongue to all linguistic minority groups in this State. The State Government have no objection to taking action as suggested in the Government of India Memorandum on Safeguards for Linguistic Minorities in this behalf.

3. As regards (ii) in para. 1 above, I am to state that as there is no minority having 70 per cent. or more of the total population in any district in this State, the question of recognising any minority language as the official language in any district does not arise in the case of Mysore State.

4. As regards (iii) in para. 1 above, I am to enclose a statement showing the linguistic minorities constituting more than 15 per cent. of the population in some of the districts/cities in this State. The State Government will make arrangements to publish important Government notices and rules in the minority languages indicated in the enclosed Statement.

5. As regards (iv) in para. 1 above, it may be stated that at present no recruitment examinations are held in this State entirely in languages other than English. This apart, for the reason stated in para. 3 above and as there is no minority constituting about 15 to 20 per cent. or more of the total population of the State, the question of recognising any minority language as a medium for examinations conducted for recruitment to State services does not arise in the case of Mysore State.

6. As regards (v) in para. 1 above, I am to state that the State Government have no objection to taking action as suggested in para. 17 of the Memorandum on Safeguards for Linguistic Minorities.

7. As regards (vi) in para. 1 above, I am to add that the Government of Mysore have no objection to remove restrictions regarding domicile in the rules relating to recruitment to State Services.

Yours faithfully,

(Sd.) L. A. DHAMANIGI,
for Chief Secretary to Govt.

STATEMENT

Linguistic Minority	Percentage to total population	Names of Districts/Cities
Hindustani	15.81	Bangalore Corporation.
Do.	17.20	Mysore City.
Urdu	18.20	Bidar District.
Do.	17.35	Gulbarga District.
Tamil	31.69	Bangalore Corporation.
Do.	61.16	Kolar Gold Fields City.
Telugu	28.51	Raichur District.
Do.	15.95	Chitaldrug District.
Do.	59.69	Kolar District.
Do.	19.81	Kolar Gold Fields City.
Do.	17.78	Bangalore District.
Do.	17.79	Bangalore Corporation.
Do.	18.19	Bidar District.
Marathi	26.59	Belgaum District.
Do.	26.58	Bidar District.

ORISSA STATE

GOVERNMENT OF ORISSA HOME DEPARTMENT

No. 1537-A

Bhubaneswar, the 22nd January, 1958.

FROM

Shri P. N. Mahanti, I.A.S.,
Secretary to Government.

TO

The Commissioner for Linguistic
Minorities, 26, Hamilton Road,
Allahabad.

SUBJECT.—*Safeguards for Linguistic Minorities—Collection of information*

Sir,

With reference to your Office letter No. CLM/57 (90), dated the 27th December, 1957, I am directed to enclose a memorandum showing action taken by the State Government on the proposals forwarded in Government of India, Ministry of Home Affairs letter No 20/5/56, SRI, dated the 19th September, 1956.

Yours faithfully,
(Sd.) P. N. MAHANTI.
Secretary to Government.

MEMORANDUM

SUBJECT.—*Safeguards for linguistic minorities*

Paragraph 2. *Primary Education*: The arrangements which were generally accepted at the Provincial Education Ministers' Conference in August 1949 were brought into force in this State and the following orders were issued by Government in their Resolution No. 8396-E, dated the 12th September, 1949

"In all primary or junior basic schools and the primary classes of all secondary schools the medium of instruction and examination should be the mother tongue of the child. Where the mother tongue is different from the regional or State language i.e., Oriya which is spoken by a large majority of the people inhabiting the Province, arrangements will be made for instruction through the mother tongue by appointing at least one teacher provided there are not less than forty pupils speaking the language in the whole school. The mother tongue will be the language declared by the parent or guardian to be the mother tongue. The regional or State language, where it is different from the mother tongue will be introduced in the top two classes of the primary or junior basic schools and the corresponding classes of secondary schools. In order to facilitate the switching over to the regional or State language (i.e. Oriya) as medium of instruction in the secondary stage, children will be given the option of answering questions in their mother tongue for the first two years after the primary or junior basic stage".

Paragraphs 3 and 4 *Secondary Education*: Accepting the resolution adopted by the Provincial Education Ministers' Conference in August 1949, the State Government of Orissa gave effect to all the recommendations made in the said resolution and issued the following orders in their Resolution No. 8396-E., dated the 12th September, 1949.

"In the Secondary stage if the number of pupils, whose mother tongue is a language other than the regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother tongue of the pupils. Such schools, if organised and established by private societies or agencies, will be entitled to recognition and grant-in-aid from Government according to the prescribed rules. Government will also provide necessary facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction through their mother tongue. Government will also require the aided secondary schools to arrange for such instruction if desired by one-third of the pupils provided that there are no adequate facilities for instruction through that particular language in the area. The regional or State language, i.e., Oriya, will however, be a compulsory subject through the secondary stage"

Further, the Board of Secondary Education, Orissa which is a statutory body, has made provision for the teaching of the mother tongue as a compulsory subject of instruction absorbing all the

modern Indian languages, which are ordinarily spoken by the residents of the State including members of the minority communities. The languages are Hindi, Bengali, Urdu and Telugu. The Board also gives the candidates for the High School Certificate Examination, the option of answering papers in non-language subjects either in their own mother tongue if the mother tongue is one of the languages mentioned above, or in English.

Paragraphs 5 and 6. Affiliation of schools and colleges using minority languages: There has been no change in the *status quo* regarding the boundaries of this State as a result of the recommendations of the States Reorganisation Committee. No new minority group has come into this state. Therefore, no problem of new minority languages has arisen. Adequate and liberal provision has been in existence for the existing minority languages, in the Secondary School stage as mentioned above and in the College stage under the regulations of the Utkal University. It is not necessary for any institution to seek affiliation outside the State.

Information on the question as to whether there are any school or colleges established by linguistic minorities is being collected and will be furnished as soon as available

Paragraphs 7, 8, 9 and 10. From the 1951 Census figures of Orissa it can be seen that 82.37 per cent. of the population are Oriyas, 0.58 per cent. Bengalis; 2.33 per cent. Telugus, and 14.72 per cent. other minority groups. As no single minority group constitutes 30 per cent. or more of the population in Orissa, the question of declaring the State as a bilingual State does not arise

From the Census figures of 1951, it can be seen that in none of the districts in this State any single minority community constitutes 70 per cent. or more of the total population of that district. The question of recognising the languages of any minority group as the official language of any district therefore does not arise

Paragraphs 11 and 12. Information relating to the population on linguistic basis for Municipal and Tehsil areas are not available readily. State Government have, however, no objection to issue instructions to give effect to the suggestion made in these paragraphs.

Paragraph 13. No minority group in this State constitutes more than three per cent. of the total population of the State. The question of prescribing any minority language as the media of any recruitment examination for State Services therefore does not arise.

Paragraph 14. Parliament has, in the meanwhile, passed necessary legislation and therefore no further comments are necessary.

Paragraphs 15 and 16. Do not require any reply.

Paragraph 17: Restriction of private rights in respect of contracts, fisheries etc. No restriction of the nature mentioned in this para. has been imposed by the State Government on the linguistic minorities.

Paragraph 18: Does not concern the State Government.

Paragraph 19: State Government will keep the suggestion in view.

Paragraph 20: There is a Public Service Commission exclusively for this State since 1949.

GOVERNMENT OF ORISSA

(HOME DEPARTMENT)

No. 2570/Ref.

Bhubaneswar, the 5th February, 1958

From

Shri U. C Agarwal, I.A.S.,
Deputy Secretary to Government.

To

The Commissioner for Linguistic Minorities,
26, Hamilton Road, Allahabad.

SUBJECT.—*Safeguard for Linguistic Minorities—Collection of information.*

Sir,

In continuation of this Department letter No 1537A, dated the 22nd January, 1958, I am directed to forward a statement showing the names of the Educational institutions established by Linguistic Minorities in Orissa.

The grant-in-aid paid by Government to these schools is 2/3rd of the net deficit of the school budgets

Yours faithfully,

The 5th February, 1958.

(Sd.) U. C. AGARWAL.

Deputy Secretary to Government.

Name of the School	Name of the Linguistic minorities
1. Marwari High School, Cuttack	Marwari
2. City High School, Berhampore	Telugu.
3. Mahamaya M. E. School for Bengalee Boys, Cuttack.	Bengali.
4. Madrasa Numania at Bhadrak	Muslim Urdu

PUNJAB

SECRETARY TO GOVERNMENT, PUNJAB,
Education Department

From

Shri B. S. Manchanda, I.A.S.,
Secretary to Government, Punjab,
Education Department.

To

The Commissioner for Linguistic Minorities,
Ministry of Home Affairs,
Government of India, South Block,
New Delhi.

Chandigarh. the 18th March, 1958.

SUBJECT—*Safeguards for Linguistic Minorities—Collection of information regarding*

Sir,

With reference to your letter No F1/1/57-CLM, dated the August, 1957, addressed to the Chief Secretary to the Government of Punjab, Chandigarh. I am directed to convey to you, in brief, the position obtaining in this State, so far as safeguards for linguistic minorities are concerned. This information is given in order of the points mentioned in the enclosure to your letter under reference.

(1) The language formula, popularly known as the Sachar Formula, which was adopted by this State on 1st October 1949 (copy enclosed as enclosure No I) was on the same lines as the resolution passed by the Congress Working Committee on 5th August 1949 and as endorsed by the Provincial Education Ministers' Conference soon after. As will be seen from the text of this formula, Hindi and Punjabi were accepted as the two spoken languages of the State; and, although Punjabi was generally to be the medium of instruction in the Punjabi-speaking area and Hindi to be the medium in the Hindi-speaking area, it was provided that the children of linguistic minority groups in either area could opt for a medium of instruction of their choice. At the same time, arrangements to teach the second language—Hindi or Punjabi—were made in accordance with the resolution of the Education Ministers' Conference.

The language arrangement in the schools of Pepsu was, however, different. The State of Pepsu was divided into two zones—the Hindi zone and the Punjabi zone, and Hindi alone was to be the medium of instruction for all children in the Hindi zone and Punjabi in the Punjabi zone. A copy of the Pepsu Formula is enclosed as enclosure No II. Thus, the linguistic minorities in Pepsu were allowed no choice with regard to the medium of instruction for their children. In practice, however, the Pepsu Formula has been observed only in Government institutions in Pepsu. The private institutions have, in several cases, refused to fall in line with the general scheme and have continued to adopt a medium of their choice. The grants of the dissenting schools were withheld for a year, but were later released.

When Punjab and Pepsu were integrated in November 1956, it was agreed that the language arrangements in the areas of the two integrating States would continue till these were replaced or altered by agreement later on. This arrangement, known as the Regional Formula, had the approval of the Parliament.

Thus, there are not one, but two, language arrangements in vogue in the new Punjab. The Sachar Formula is followed in the areas of the erstwhile Punjab State and the Pepsu Formula in those of the erstwhile Pepsu State. While the Punjab Formula allows almost unfettered freedom in choosing the medium of instruction to linguistic minorities, the Pepsu Formula does not permit any such freedom.

Although technically, the Pepsu Formula, denying facilities for instructions in the mother tongue at the primary stage to the children belonging to the linguistic minority group, may be taken as conflicting with the directive of the Constitution contained in Article 350-A, it is important to consider that is a part of "an outline of the scheme for Regional Committees in the Punjab State" (commonly known as the Regional Formula), which has been approved by the Parliament, and as such the Constitutional objection, if any, is not of much significance. In the interest of peaceful development of the State, the State Government do not consider it advisable at the present juncture to re-open this question of language arrangement in erstwhile Pepsu.

(2) As in the case of primary education, so also in the case of secondary education, the decisions of the Education Ministers' Conference 1949 were accepted by the State and incorporated in the Sachar Formula. By the time a student passes the 8th class examination, he is expected to have learnt both Hindi and Punjabi and he is also given the freedom to answer his examination papers in all non-language subjects in either medium according to his convenience.

(3) The educational institutions in the State are mostly affiliated to the Punjab University, but there are no restrictions placed by the State Government that such institutions may not be affiliated to the Universities or educational authorities situated outside the State. In fact, some institutions imparting instructions in Sanskrit are actually affiliated to educational authorities outside the State and no distinction is made in the matter of grants to them.

(4) There are a number of educational institutions, both schools and colleges, established by linguistic minorities, and they are receiving Government grants in accordance with the rules of grant-in-aid. There is no discrimination of any sort—not even in the Pepsu area, as mentioned in para 1 above.

(5) Urdu and English continue to be official languages in the erstwhile Punjab area and Punjabi and English in the old Pepsu area. The State Government have, however, decided to replace Urdu and English by Punjabi and Hindi by 1961. The Regional Formula lays down that the language of the region will be the official language upto the district level. Accordingly, steps have been taken by the State Government to provide instruction in Hindi

and Punjabi to all Government servants, so that the official work may be switched on to these two regional languages in the near future.

(6) The suggestions made by the Government of India in their Circular letter for determining unilingual or bilingual districts will be duly borne in mind when details for adopting Hindi and/or Punjabi for official work in different parts of the State are finalised. Already it has been decided that Government circulars and notices in areas where the linguistic minority forms a fair proportion of the population should be issued in both Hindi and Punjabi.

The wishes of the Government of India that there should be no restriction with regard to residence in a particular area or part of the country and that the domicile rules should be liberalised, have already been generally accepted by the State, and in the matter of recruitment, the domicile condition is not insisted upon

(7) The decision of the Punjab Government to issue all important notices and circulars in both the languages of the State, viz. Hindi and Punjabi, in either region, has been welcomed by all sections of the people. Similarly it has been ordered that the applications may be made in any language and the replies thereto should also be given in the same language as far as possible to avoid inconvenience. These steps are intended to infuse confidence in the linguistic minorities and allay any fear of discrimination in their minds

Yours faithfully,

Sd/- B S. MANCHANDA,

*Secretary to Government, Punjab,
Educational Department*

ENCLOSURE 'I'

FINAL DRAFT PROPOSALS ON LANGUAGE QUESTION IN EAST PUNJAB

I. There are two spoken languages in the East Punjab, namely, Punjabi and Hindi, and there are also current two scripts namely, Gurmukhi and Devnagri.

Punjabi shall be the regional language in the Punjabi-speaking area and Hindi shall be the regional language in the Hindi-speaking area. The Provincial Government will determine such areas after expert advice.

Punjabi shall mean Punjabi in the Gurmukhi script and Hindi in the Devnagri script.

II Punjabi shall be the medium of instruction in Punjabi-speaking area in all schools upto the matriculation stage, and Hindi shall be taught as a compulsory language from the last class of the Primary department and upto the matriculation stage and in case of girls in the girls school in the middle classes only.

There will, however, be cases where the parent or guardian of the pupil may wish him to get instruction in Hindi on the ground that Hindi and not the regional language is his mother tongue. In such cases, without questioning the declaration of a parent or a guardian arrangements will be made for instruction in Hindi during the primary stage, provided there are not less than forty pupils in the whole school wishing to be instructed in Hindi, or ten such pupils in each class. Under these arrangements Hindi will be the medium of instruction for the pupils in the primary stage, but the regional language shall be taught as a compulsory language from the fourth class and to girls in girls schools from the sixth class. In the secondary stage also the medium of instruction for these pupils will be Hindi if one-third of the total number of pupils in a Government, Municipal or a District Board School request for instruction in Hindi. Government will also require aided schools to arrange for instruction in Hindi, if desired by one-third of the pupils, provided that there are no adequate facilities for instruction in Hindi in the area. If this condition of one-third is not satisfied then, in order to facilitate the switching over to the regional language as medium in the secondary stage, Hindi-speaking pupils will be given the option of answering questions in Hindi for the first two years of the secondary stage. The regional language would, however, be a compulsory subject throughout the secondary stage.

III Hindi shall be the medium of instruction in Hindi-speaking area in all schools upto the matriculation stage, and Punjabi shall be taught as a compulsory language from the last class of the primary department and upto the matriculation stage and in case of girls in the girls schools in the middle classes only.

There will, however, be cases where the parent or guardian of the pupil may wish him to get instruction in Punjabi on the ground that Punjabi and not the regional language is his mother tongue. In such cases without questioning the declaration of a parent or a guardian arrangements will be made for instruction in Punjabi during the primary stage, provided there are not less than forty pupils in the whole school wishing to be instructed in Punjabi or ten such pupils in each class. Under these arrangements Punjabi will be the medium of instruction for the pupils in the primary stage, but the regional language shall be taught as a compulsory language from the fourth class and to girls in girls schools from the 6th class. In the secondary stage also the medium of instruction for these pupils will be Punjabi if one-third of the total number of pupils in a Government, Municipal or a District Board School request for instruction in Punjabi. Government will also require aided schools to arrange for instruction in Punjabi, if desired by one-third of the pupils, provided that there are no adequate facilities for instruction in Punjabi in the area. If this condition of one-third is not satisfied then, in order to facilitate the switching over to the regional language as medium in the secondary stage, Punjabi-speaking pupils will be given the option of answering questions in Punjabi for the first two years of the secondary stage. The regional language would, however, be a compulsory subject throughout the secondary stage.

IV. To meet unforeseen situation arising out of the demand for imparting education in a language other than the regional language, Government may issue further necessary directions.

V. In an unaided recognised school, the medium of instruction will be determined by the management. It will not be obligatory on them to provide facilities for instruction in any other medium but it will be incumbent on them to provide for the teaching of Punjabi or Hindi, as the case may be, as a second language.

VI. English and Urdu will, for the present, continue as official and court languages; these will be replaced progressively by Hindi and Punjabi in the light of the principles laid down in the resolution adopted by the Working Committee of the Indian National Congress at its meeting held on 5th August, 1946 (copy enclosed).

VII. These proposals do not apply to those pupils whose mother tongue is neither Punjabi nor Hindi. Suitable arrangements will be made for the education of such pupils in their mother tongue if there is a sufficient number of such pupils at one place to make these arrangements possible.

NEW DELHI:

1st October, 1949

(Sd) Bhanwar Senar.
(Sd) Govt Chaudh Bhatpala
(Sd) Kartar Singh.
(Sd) Gopal Singh.

WORKING COMMITTEE RESOLUTIONS RELATING BILINGUAL AREAS ADOPTED ON THE 5th AUGUST 1946.

"The question of language has been again brought before the mind and in the opinion of the Working Committee it is essential to lay out certain principles which may be applied according to the local circumstances prevailing in the different areas.

The question has to be considered from two points of view, viz., educational and administrative. The former involves the question of a single language for the conduct of the educational system, the latter also of interference with the administrative system, having regard to language.

The educational system should be such that the mother tongue of the pupils should be the medium of instruction. This is the only way to secure the best results in education. But this is not always possible, especially in the case of the Scheduled Areas, where the population is small and the language is not the same as in the rest of the area. In such cases, the medium of instruction should be such as to secure the best results in education.

In the States and Provinces where there are two language areas there are areas which indisputably belong to one language or another. Besides such areas there are areas where the language is not the same as in the rest of the area.

language gradually slips into another and for purposes of this resolution such areas may be termed bilingual areas

It is for a province or State to decide what its language is. In multi-lingual Provinces undisputed areas belonging to the various languages as also the fringe or bilingual areas should be demarcated and the language of each indicated by the Province or State concerned.

For administrative purposes the language of the Province or the area concerned should be used. In fringe or bilingual areas if the minority is of a considerable size, i.e. 20 per cent of the population, documents which the public at large have to use, such as Government notices, etc. electoral rolls, ration cards etc., should be in both languages. For Court and administrative purposes, the language of the province or area will be used in all public offices, it will be open, however, to any person having another language to submit petition in his own language, which is officially recognised.

For all India purposes there will be a State language in which the business of the Union will be conducted. That will be the language of correspondence with the Provincial and State Governments. All records of the Centre will be kept and maintained in that language. It will also serve as the language for inter-provincial and inter-State commerce and correspondence. During a period of transition which shall not exceed 15 years, English may be used at the centre and for inter-provincial affairs, provided that the State language will be progressively utilized until it replaces English.

Educational purposes

At the primary stage a child shall get instruction in his mother tongue which will be according to the wishes of the guardian or parents of the child. It will ordinarily be the language of the area or the province. But in other places also and particularly in fringe areas and in large cities where people speaking different languages congregate, public primary schools giving instruction in the language of a minority will be opened or sections joined to other primary schools, if there is a reasonable number, say 15 pupils in a class demanding instruction in that language. But even in such schools and sections giving instruction through a minority language, provincial language will be introduced at the middle stage or for children speaking the minority language. Instruction at the secondary stage will ordinarily be given in the Provincial language but where a sufficiently large number of pupils demand it schools may be run on sections attached to other schools in a minority language, provided that this will be determined having regard to conditions prevailing, in the locality such as, whether there are any existing institutions, Government or private giving instruction through the minority language, whether the finances of the provinces can afford such independent schools, etc. At the secondary stage study of the All India State Language should be taken up as

a second language. At the University stage the medium of instruction will be the Provincial language.

For the purposes of this resolution Urdu shall be one of the languages concerned.

ENCLOSURE 'II'

PEPSU LANGUAGE FORMULA

Pepsu is a bilingual State consisting of two zones known as Hindi-speaking and Punjabi-speaking zones. In the Hindi-speaking zone, Hindi is taught from the very first primary class and Punjabi as second compulsory subject from 3rd primary standard and similarly Punjabi from the 1st primary class and Hindi as second compulsory language from 3rd primary standard in Punjabi-speaking areas. Hindi is medium of instruction in Hindi zone and Punjabi in Punjabi-speaking zone.

TRIPURA

TRIPURA ADMINISTRATION (POLITICAL DEPARTMENT)

No. F. 1(162)-P/56

Agartala, the 14th March, 1958.

From

The Assistant Secretary,
Tripura Administration, Agartala

To

The Commissioner for Linguistic Minorities,
Ministry of Home Affairs,
South Block, New Delhi.

SUBJECT: *Safeguards for Linguistic minorities—collection of information regarding.*

Sir,

With reference to your letter No. F 1/1/57—CLM dated the 21st August, 1957 on the subject noted above, I am directed to state as follows in respect of the items mentioned in the list of points enclosed with your letter under reference.

There is no primary school for linguistic minorities run by the District Boards or Municipalities under this Administration. In Tripura a large majority of primary schools are managed by the Territorial Council while a few such schools are run by private agencies who are given grants in aid by this Administration. Except for the tribals, primary education is imparted through the mother tongue. Different tribal communities have different dialects of their own. Most of the dialects have no script or literature to enable them to be used as the medium of instructions in primary or other schools. There are about 3000 Lushais living in scattered

hamlets in particular areas who have a language which is recognised as minor language to be offered for School Final Examination of Calcutta and Gauhati Universities. Special arrangements have been made in respect of primary schools in Lushai area, where Lushai is used as the medium of instruction and text books prescribed for Lushais are also allowed to be used. Regional language is not allowed to be used in schools earlier than at the class III stage. It has also been so arranged that each primary, M.E. and Junior High School in Lushai area has Lushai speaking teachers as far as practicable. Two other linguistic groups, Garos and Khasis forming very small minorities have also written languages using the Roman script, but there has never been demand from them for making special arrangement. Primary schools for tribals have been provided in the interior even with an enrolment as low as 15. Instructions have been issued to all teachers in schools situated in tribal localities to pick up the local tribal dialects and to explain any word or passage in the texts which is unintelligible to the tribal students with the help of equivalent expressions in local tribal dialects. Prizes have been instituted for encouraging non-tribal teachers to learn Tripuri. Tripuri dialect has also been made compulsory for the teachers undergoing training in the basic Training College.

Regarding item 2 of the list of points

As regards secondary education, there are no District Board or Municipality—managed Secondary Schools in Tripura. Secondary education is imparted here through the regional language which is Bengali and which happened to be the official language of the State during the regime of the Maharajas. As regards implementation in Tripura of the resolution adopted by the Provincial Education Minister's Conference in August 1949 in regard to secondary education, the views of this Administration are as follows:

- (a) There is no bar to the recognition and giving of Government grants in this territory to Secondary Schools organised and conducted by private agencies to meet special needs of the linguistic minorities.
- (b) (i) Most of the local tribal dialects having no written language of their own, localities for instruction in those languages cannot be arranged in Government and Government-aided Secondary schools at present pending introduction of suitable script to depict those dialects.
- (ii) Nevertheless,

Regarding item 3 of the list of points

There is no provision for a separate educational institutions for the tribal population of the tribal areas outside the Territory.

Regarding item 4 of the list of points

There is no bar to the establishment by any linguistic minority in Tripura of such schools and colleges as may be desired for such minority, subject to the relevant provisions.

Regarding items 5, 6 and 7 of the list of points

The matter has been carefully considered by the Chief Commissioner in consultation with the Council of Advisers and a reply intimating the views of this Administration have already been sent to the Government of India in our letter of even number, dated the 30th July, 1957 in reply to the Home Ministry's letter No. 20/5/56-SRI, date the 19th September, 1956 wherein it has been proposed that the Union territory of Tripura may be declared as unilingual with Bengali, which is either spoken or understood by not less than 80 per cent. of the total population as the official language. It has also been proposed at the same time to develop Tripuri which is a dialect without any script or literature, and which is spoken and understood by most of the tribes inhabiting the area by evolving a suitable script and producing necessary literature with a view to eventually recognising it as a major second language.

There are no restrictions regarding freedom of trade, commerce and intercourse in this Territory and every citizen of India has equality of opportunity in respect of these matters.

Yours faithfully,

Sd/- B. K. SEN,
Assistant Secretary.

UTTAR PRADESH

No. 1963-A/III-133/1956.

From

Up Sachiv,
Uttar Pradesh,
Lucknow.

To

The Commissioner for Linguistic Minorities,
25, Hamilton Road,
Allahabad.

Lucknow, January 28, 1958.

SUBJECT.—*Safeguards for the linguistic minorities of Uttar Pradesh.*

Sir,

I am directed to refer to your letter No. 1117/56 dated August 11, 1957 asking for information about the steps taken by this Government on the Government of India's letter No. 20/5/56-SRI in their memorandum dated 10th September 1956. The letter was received with Home Ministry's letter No. 20/5/56-SRI dated September 19, 1956.

2. In this connection I am to enclose a note showing the action taken so far by the State Government on the Government of India's letter referred to in that Memorandum.

3 It will be seen that in the case of some of the recommendations either no action is required to be taken by the State Government or action has already been taken, while some of the recommendations are still under consideration .

4. I am to add that in pursuance of article 345 of the Constitution "the U.P. Official Language Act 1951" was enacted by the State Legislative in 1951 whereby Hindi was adopted as the language to be used for all or any of the official purposes of the State.

5 Some further information bearing on the subject of your letter will follow as soon as it has been collected.

Yours faithfully,

Sd/- A S MISRA,
Upsachiv.

NOTE—The reference to the "Commission" in the following notes is to the "States Reorganisation Commission"

I *Primary education*

The Government of India have agreed with the State Reorganisation Commission that arrangements for instruction in mother-tongue at the primary stage of education, which were generally accepted at the Education Ministers' Conference in August 1949, should be brought into force in States and areas where they have not been adopted so far

2 Necessary orders for instruction in the child's mother tongue, when it is different from Hindi, have already been issued by the State Government. A copy of this Government's letter No A-8435/XV-3401-52, dated October 20, 1953, about this is enclosed. It has been emphasised in it that in such cases arrangements should be made for instruction in the mother tongue of the child by appointing at least one instructor, provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class—the mother tongue being the language declared by the parent or guardian to be the mother tongue.

II *Secondary education*

The Commission have recommended that the Government of India should, in consultation with the State Government, lay down a clear policy in regard to education in the mother-tongue at the secondary stage and take effective steps to implement it. The Commission have suggested that so far as secondary education is concerned, it will have to be treated differently from education at the primary stage, and have, therefore, not recommended recognition of the right to receive instruction in the mother-tongue at the secondary school stage. The Government of India, following the recommendation of the Commission, propose to lay down a clear policy in regard to the use and place of mother-tongue at the secondary stage of education in consultation with State Governments and to take steps to implement it.

2. The existing position in this State is that no language other than Hindi is a medium of instruction at the Secondary stage. The question of making any other language as the medium of instructions will be considered when a reference about this is received from the Government of India.

III. *Affiliation of schools and colleges using minority languages*

The Government of India have agreed with the recommendation of the Commission that educational institutions using minority languages should be permitted to seek affiliation to appropriate bodies located even outside the State in respect of courses of study in the mother-tongue and that the institution which is thus affiliated should not suffer from any disabilities in regard to grant-in-aid and other facilities, merely because it cannot, from an academic point of view, be fitted into the frame-work of educational administration within the State. The Government of India have accordingly suggested that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the States in which they are located and that legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

2 The matter is still under the consideration of the State Government

IV. *Recognition of minority languages as official languages*

(a) The Government of India have agreed with the Commission's recommendation that a State should be recognised as unilingual only where one language group constitutes about 70 per cent. or more of its entire population and where there is a substantial minority constituting 30 per cent or more of the population, the State should be recognised as bilingual for administrative purposes.

2 According to the 1951 Census, Hindi is the mother-tongue of 79.8 per cent of the population of this State. The following is an extract from page 413 of the 'Census of India, 1951, Volume I, Part I A—Report':

"It will be seen that 79.8 per cent of the population have returned Hindi, 10.7 per cent as Hindustani and 6.8 per cent as Urdu as their mother-tongues."

In the circumstances the question of recognising this State as bilingual for administrative purposes does not arise.

(b) The State Re-organisation Commission have recommended that the principle laid down in the recommendation mentioned against item IV(a) above might hold good at district level, i.e. if 70 per cent, or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority and not the State language should be the official language in that district.

2. This recommendation is still under the consideration of the State Government.

(c) The Commission have stated that the recommendations mentioned against items IV(a) and (b) should be without prejudice to the right, under article 350 of the Constitution, of any one resident in the State to submit a representation for the redress of any grievance *in any of the language* used in the Union or the State

2. The suggestion is under the consideration of the State Government.

3. According to the Commission, in districts or smaller areas like municipalities and towns where a linguistic minority constitutes 15—20 per cent. of the population of that area, it may be advantageous to get important Government notices and rules published in the language of the minority in addition to any other language or languages.

4. This recommendation is under the consideration of the State Government.

V. Recognition of vernacular languages as the media for examinations conducted for recruitment to State services.

(a) The Government officials have agreed with the Commission's recommendation that candidates should have the option to elect as the media of examination conducted for recruitment to the State services (excluding subordinate services) English or Hindi or the language of a minority constituting 15—20 per cent. or more of the population of a district or of preference in the State language may in addition be used as the medium of examination before the end of probation.

The Commission have also recommended that the linguistic minorities in this State should be permitted to elect the medium of instruction in the circumstances mentioned above. The Government on the above decision.

in the State where any candidate elects to take the examination in any of the languages mentioned above, the candidate shall be allowed to take the examination in any of the languages mentioned above.

6. The Commission have also recommended that the linguistic minorities in this State should be permitted to elect the medium of instruction in the circumstances mentioned above. The Government on the above decision.

V. Recognition of vernacular languages as the media for examinations conducted for recruitment to State services.

(a) The Government officials have agreed with the Commission's recommendation that candidates should have the option to elect as the media of examination conducted for recruitment to the State services (excluding subordinate services) English or Hindi or the language of a minority constituting 15—20 per cent. or more of the population of a district or of preference in the State language may in addition be used as the medium of examination before the end of probation.

The Commission have also recommended that the linguistic minorities in this State should be permitted to elect the medium of instruction in the circumstances mentioned above. The Government on the above decision.

6. The Commission have also recommended that the linguistic minorities in this State should be permitted to elect the medium of instruction in the circumstances mentioned above. The Government on the above decision.

2. The Government of India have, however, stated that certain exceptions may have to be made to the general rule of non-discrimination in the Telengana area, and that the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. They have, however, expressed the hope that these interim arrangements will not be continued beyond a specified transitional period. While the Government of India propose to undertake legislation as soon as possible to clarify the position on these lines, they have asked the State Governments to review, in the meantime, the rules relating to recruitment to services in the States.

3 The matter is being considered in consultation with the Government of India

NOTE:—The Parliamentary Legislation referred to in paragraph 2 above has since been passed—*vide* the Public Employment (Recruitment as to Residence) Act, 1957, which received the assent of the President on December 7, 1957. This Act will come into force with effect from a date to be notified by the Central Government under section 1(3).

VII. *Restriction of private rights in respect of contracts, fisheries etc.*

While inviting the attention of the State Governments to the relevant provisions in the Constitution regarding freedom of trade, commerce and intercourse and the right to equality of opportunity, the Government of India suggested that the existing restrictions should be reviewed from that point of view.

2. In so far as this State is concerned no restrictions have been imposed on any one in the field of commerce, trade and industry.

VIII. *Recruitment of at least fifty per cent. of the new entrants to All-India Services from outside a State.*

The Government of India have stated that no rigid rules are considered necessary, but the recommendation made by the Commission will be kept in view in making future allotments to the All-India Services

2. In view of what has been stated by the Government of India and of the fact that the allotment of candidates of the IAS/IPS services to the States is made by them in consultation with the State Governments, no action is required to be taken by this Government.

IX *Recruitment of one-third of the number of Judges from outside a State.*

The Commission's recommendations have been brought to the notice of the Chief Justice of India by the Government of India. The Government of India have stated that there may be difficulties in some cases in implementing these recommendations, but it is intended that, to the extent possible, they should be borne in mind in making future appointment

2. The Commission's recommendation is still under the consideration of the State Government in consultation with the Chief Justice of the Allahabad High Court.

X. Constitution of Public Service Commissions for two or more States.

The Government of India have stated that as the State Governments have not welcomed the proposal that the Chairman and Members of Public Service Commissions in States should be appointed by the President, it is not being pursued. They have further stated that there is a provision in the Constitution already for the constitution of Public Service Commissions for two or more States (*vide* article 315) and that the procedure laid down in this article may be followed at a later stage, in case it becomes necessary or desirable to constitute Public Service Commissions for two or more States.

2. In these circumstances no action is required to be taken by the State Government for the present.

XI Agency for enforcing safeguards.

The Government of India have stated that they propose to provide for the appointment of a Minorities Commissioner at the centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes and that this officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

2. Such an appointment has since been made by the Government of India by creating the post of Commissioner for Linguistic Minorities

No A-8435/XV-3401-53

From

Sri S R Singh, I A S.,
Deputy Secretary to Government,
Uttar Pradesh.

To

The Director of Education,
Uttar Pradesh, Allahabad

Lucknow, October 20, 1953

SUBJECT — *Medium of Instruction.*

Sir,

I am directed to say that Government's attention has been drawn to the fact that in spite of the instructions issued in G.O. No. A-3725/XV-3114-1948, dated July 15, 1948, which were amplified by G.O. No. A-798/XV-3191/48, dated July 29, 1952, provision is not being made in some cases, particularly in institutions controlled by local bodies,

for instruction in the child's mother tongue when it is different from Hindi although there are adequate number of students who desire it. I am, therefore, to emphasize that in such cases arrangements must be made for instruction in the mother tongue of the child by appointing at least one instructor, provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class—the mother tongue being the language declared by the parent or guardian to be the mother tongue.

I am to add that the attention of the Municipal and District Boards is being drawn to the above and where facilities are still not being provided, you should take steps to have them provided direct and if necessary move the Government in the matter.

Yours faithfully,
(Sd.) S. R. SINGH,
Deputy Secy. to Government.
Uttar Pradesh.

No A-8435 (i) /XV-3401-1953

Copy forwarded for information and necessary action to:—

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WEST BENGAL
GOVERNMENT OF WEST BENGAL
HOME DEPARTMENT
(Political Branch)
No. 3433-P/349/57

From

Shri C. N. Penn-Anthony, I.A.S.,
Deputy Secy. to the Government of West Bengal.

To

The Asstt Commissioner for Linguistic Minorities,
26, Hamilton Road, Allahabad.

Calcutta, the 30th April, 1958.

SUBJECT:—*Safeguards for linguistic minorities—collection of information regarding.*

Sir,

I am directed to refer to the correspondence resting with your demi-official letter No CLM/53(124), dated the 11th April, 1958, addressed to the Chief Secretary to this Government on the subject

noted above, and to state that necessary instructions have been issued to all Departments of this Government for the taking of appropriate action to implement the decisions embodied in the Memorandum on the safeguards for linguistic minorities, which was forwarded with the Ministry of Home Affairs' letter No. 20/5/56-SRI, dated the 19th September, 1956. In this connection, I am to enclose for the information of the Commissioner for Linguistic Minorities, a short note showing the action taken by the Education Department of this Government in the matter of providing education facilities to the linguistic minorities in this State. Arrangements have also been made to publish important Government notices in the Darjeeling district and the Santhal areas, in Gorkhali and Santhali respectively. Necessary instructions have also been issued to all District Boards and Municipal bodies in the State, including the Corporation of Calcutta, urging them to adopt the procedure, suggested in paragraph 11 of the Memorandum, referred to above, in the matter of the publishing in the language of linguistic minorities of important notices, rules and bye-laws etc. which are required to be published by the local bodies under the relevant statutes.

2 This Government have not yet adopted Bengali as the official language of the State in terms of Article 345 of the Constitution and as such, the State Government feel that the question of recognition of any of the languages spoken by a linguistic minority group in the State as the medium for examinations conducted for recruitment to State Services should be deferred until a State language has, in fact, been adopted

3 No restriction has been imposed by this Government regarding freedom of trade, commerce and intercourse within the State where all people have the right to equality of opportunity.

Yours faithfully,

(Sd) C N PENN-ANTHONY,

Deputy Secy. to the Govt. of West Bengal.

GOVERNMENT OF WEST BENGAL

EDUCATION DEPARTMENT

PRESS NOTE

As the linguistic minorities in this province may have come to feel some uncertainty regarding the use of their mother tongue as medium of instruction in schools where they are in predominantly large majority particularly in view of the alleged treatment accorded to such minorities in some places outside West Bengal, the Government of West Bengal in the Ministry of Education propose to reassure the linguistic minorities in this province that, although it has been adopted as a general principle that the medium of instruction

in all primary, middle and high schools will be the mother tongue of the pupils and in pursuance of that principle the medium of instruction will in generally of schools in West Bengal be Bengali, in schools catering predominantly for non-Bengali children speaking Hindi, Nepalese, Santhali, etc., as the case may be, the medium of instruction will however be the mother tongue of the majority of the school children but there will be separate provision for teaching through Bengali for those children whose mother tongue is Bengali provided their number justifies such arrangement being made.

2 It has to be noted however that in all schools where the medium of instruction is other than Bengali, Bengali will be a compulsory language for all.

3 This Government has kept the Centre informed about this policy and hopes that such a policy will be pursued by the other provinces—(31st July 1948).

Primary and Secondary Education:

The policy of the State Government in regard to Primary and Secondary Education is in conformity with the recommendation of the Central Advisory Board of Education, and is given in the enclosed Press Note.

(5) and (6): Affiliation of schools and colleges using minority languages:

The State Government are trying their best to provide facilities for education through minority languages and they are also examining the question of affiliation of such institutions to their existing Education Authorities at the appropriate state.

The State Government are not in a position to make any commitment at this stage in regard to affiliation of State institutions to Education Authorities outside the State.

Grant-in-Aid:

As regards financial assistance to Educational Institutions whose medium of instruction is other than the Regional Language, it is to be pointed out that a number of such institutions have sprung up in Industrial and Tea Colonies and Colonies set up by the Railway Authorities. In such a Colony it is the primary responsibility of the appropriate authorities who are commercial concerns to provide for the suitable amenities for the children of their employees. The State Government would be prepared to consider their cases sympathetically, but each case will have to be examined on its own merit.

It has been the policy of the Government of West Bengal to give as much facilities as possible to all school children to learn through their mother tongue whether they are Bengali or non-Bengali students whose mother tongue is other than Bengali. In pursuance of that policy schools catering predominantly for children whose mother tongue is other than Bengali such as Urdu are being recognised and given grant-in-aid in accordance with the prescribed rule.

Even a school where such students are in a minority separate section had been permitted to be opened to enable them to learn through their mother tongue when, of course, their number would justify opening of separate section of them.

The following principles have been enunciated for the guidance of the school authorities and the inspecting staff, *viz.*:

- (A) Students whose mother tongue is not Bengali should be given full facilities to learn through their mother tongue at the primary or Junior Basic stage; if in a primary or Junior Basic school, the number of such students be not less than 40 in the whole school or 10 in a class.

The mother tongue will be the language declared by the parent or guardian to be the mother tongue.

The teacher competent to teach through their mother tongue should be appointed in such school.

Besides their mother tongue, such students should learn Bengali which is to be introduced not earlier than Class III.

- (B) Separate Section should be provided for students whose mother tongue is other than Bengali to enable them to learn through their mother tongue provided that the total number of such students is 1/3rd of the total roll-strength of the school and there are no adequate facilities for instruction through their mother tongue in any other school in that area

Schools established by or for the linguistic minority whose mother tongue is other than Bengali are eligible for recognition and grant-in-aid in accordance with the general rules prescribed. The medium of instruction in such schools may be the language of the pupils.

APPENDIX 'F'

(Papers laid on the Table of the House)

NOTE ON SAFEGUARDS PROPOSED FOR THE TELANGANA AREA

A. *Regional Standing Committee:*

1. There will be one legislature for the whole of the Andhra Pradesh State which will be sole law-making body for the entire State and there will be one Governor for the State aided and advised by the Council of Ministers responsible to the State Assembly for the entire field of administration.

2. For the more convenient transaction of the business of Government with regard to some specified matters, the Telangana area will be treated as a region.

3. For the Telangana region there will be a regional standing committee of the State Assembly consisting of the members of the State Assembly belonging to that region including the Ministers from that region but not including the Chief Minister.

4. Legislation relating to specified matters will be referred to the Regional Committee. In respect of specified matters, proposals may also be made by the Regional Committee to the State Government for legislation or with regard to questions of general policy not involving any financial commitments other than expenditure of a routine and incidental character.

5. The advice tendered by the Regional Committee will normally be accepted by the Government and the State Legislature. In case of difference of opinion reference will be made to the Governor whose decision will be final and binding.

6. The regional committee will deal with the following matters:

- (i) Development and economic planning within the framework of the general development plans and policies formulated by the State Legislature;
- (ii) Local Self-Government, that is to say, the constitutional powers of Municipal Corporations, Improvement Trusts, District Boards, and other district authorities for the purpose of local self-government or village administration;
- (iii) Public health and sanitation, local hospitals and dispensaries;
- (iv) Primary and secondary education;
- (v) Regulation of admissions to the educational institutions in the Telangana region;
- (vi) Prohibition;

- (vii) Sale of agricultural land;
- (viii) Cottage and small-scale industries; and
- (ix) Agriculture, Co-operative Societies, Markets and Fairs.

Unless revised by agreement earlier this arrangement will be reviewed after ten years.

B. *Domicile rules:*

A temporary provision will be made to ensure that for a period of five years, Telangana is regarded as a unit as far as recruitment to subordinate services in the area is concerned; posts borne on the cadre of these services may be reserved for being filled by persons who satisfy the domicile conditions as prescribed under the existing Hyderabad rules.

C. *The position of Urdu:*

The Government of India would advise the State Government to take appropriate steps to ensure that the existing position of Urdu in the administrative and judicial structure of the State is maintained for a period of five years.

D *Retrenchment of surplus personnel in the new State:*

The Government of India do not anticipate any retrenchment. The intention is that so far as possible, the service personnel from the Hyderabad State should be automatically integrated into the services of the Andhra Pradesh without any process of screening. Should, however, any retrenchment be found necessary, the entire personnel of the services of the enlarged State will be treated on an equal footing.

E. *Distribution of expenditure between Telangana and Andhra regions:*

Allocation of expenditure within the resources of the State is a matter which falls within the purview of the State government and the State legislature. Since, however, it has been agreed between the representatives of Andhra and Telangana that the expenditure of the new State on central and general administration should be borne proportionately by the two regions and the balance of income from Telangana should be reserved for expenditure on the development of Telangana area, it is open to the State government to act in accordance with the terms of this agreement in making budgetary allocations. The Government of India propose to invite the attention of the Chief Minister of Andhra to this particular understanding and to express the hope that it would be implemented.

APPENDIX 'G'

GOVERNMENT OF ANDHRA PRADESH

ABSTRACT

*PUBLIC SERVICES—Group IV Service—Regional Languages in
Telengana Districts—Recognised.*

GENERAL ADMINISTRATION (SERVICES—B) DEPARTMENT

G.O.Ms. No. 1384.

Dated the 14th August 1957.

Read the following:—

From the Commission Letter No. 1312/E1/57, dated 10th July 1957.

ORDER

Under Rule 30(a) of the Special Rules for the Madras Ministerial Services read with Annexure III thereof, an adequate knowledge in a language or one of the languages of the District has been prescribed as a qualification for recruitment to the Andhra Ministerial Service. A similar provision exists in the Andhra Judicial Ministerial Service Rules. After the formation of Andhra Pradesh, the question has been raised by the Andhra Pradesh Public Service Commission as to what regional languages should be recognised in the Telangana Districts for the purpose of recruitment to the above two services. The Government have carefully considered the question and have decided that Urdu should be recognised as a regional language in all the districts of Telangana in addition to Telugu and Marathi should also be recognised as an additional regional language so far as Adilabad District is concerned, for purposes of recruitment to the Andhra Ministerial and Andhra Judicial Ministerial Services.

2. Necessary amendments to the above Rules will be issued separately in due course.

(By order of the Governor).

M. P. PAI,

Chief Secretary to Government.

To

The Home Department (for issue of amendments to Andhra Judicial Ministerial Service Rules).

All other Departments of Secretariat.

All Heads of Departments including Collectors and District Judges.

Copy to the Public Service Commission (with c.1.).

Forwarded/By order

(Sd.) S. MAHFUZUDDIN,

Superintendent.

14-9-1957.

APPENDIX "H"

Language Statistics relating to Andhra Area—Present Andhra Pradesh

Sl. No.	Name of the District	Area in Sq. Miles	Total Pop.	Telugu speaking Pop.	Marathi speaking Pop.	Kannada speaking Pop.	Urdu speaking Pop.	Hindustani speaking Pop.	Tamil speaking Pop.	Oriya speaking Pop.	Others
1	2	3	4	5	6	7	8	9	10	11	12
1.	Srikakulam . . .	3,902	2,123,136	1,895,114	120	19	11,966	..	1,604	118,028	96,295
2.	Visakhapatnam . . .	5,201	2,072,698	1,991,689	533	384	12,803	..	1,727	40,050	25,512
3.	East Godavari . . .	5,768	2,414,808	2,338,459	366	435	21,870	658	2,877	2,111	48,032
4.	West Godavari . . .	2,988	1,697,727	1,647,308	250	589	22,979	1,022	1,908	786	22,885
5.	Krishna . . .	3,496	1,779,484	1,679,530	667	768	76,655	528	5,728	1,339	14,269
6.	Guntur . . .	5,795	2,549,996	2,359,100	715	397	164,474	1,952	6,145	658	16,555
7.	Nellore . . .	7,942	1,795,632	1,641,350	798	858	108,934	..	33,119	66	10,507
8.	Chittoor . . .	5,931	1,810,377	1,334,531	5,036	21,833	..	100,121	328,679	..	20,177
9.	Cuddapah . . .	5,923	1,161,731	1,006,250	4,662	11,368	..	126,983	3,149	..	9,307
10.	Kurnool* . . .	7,836	1,270,843	1,087,426	5,676	9,209	..	152,071	3,646	..	12,816
11.	Anantapur† . . .	6,705	1,361,556	1,073,739	7,282	132,660	..	104,580	11,004	5	32,286
	Alur, Adoni and Rayadurg Taluks . . .	2,061	469,813	276,462	8,668	124,936	..	47,530	3,680	18	8,519

NOTE.—In Rayalaseema according to 1951 census, none has been shown speaking Urdu but have shown as speaking Hindustani.

*Figures for Alur and Adoni taluks given separately along with Rayadurg.

†Figures for Rayadurg taluk given separately along with Adoni and Alur.

Statement showing Talukwise, Language-wise Population of the Border Bilingual Teluges in Andhra Pradesh

No.	District	Name of Taluk	Total Population	Absolute figures			Percentage to total population			
				Telugu	Language Group	Other Languages	Telugu	Language Group	Other languages	
I		2	3	4	5	6	7	8	9	
I. ANANTAPUR		(i) Kalyandurg .	118,336	Telugu 90,559	Kannada 20,439	7,388	Telugu 76.5	Kannada 17.3	6.2	
		(ii) Madakasira .	120,236	36,433	76,502	7,301	30.3	63.6	6.1	
		(iii) Penukonda .	123,386	107,864	1,742	13,730	87.4	1.4	11.2	
		(iv) Rayadurg .	121,354	68,973	39,708	12,673	56.9	32.7	10.4	
		(v) Hindupur .	153,296	123,427	7,731	22,137	80.5	5.1	14.4	
		(vi) Kadiri	219,660	182,092	310	36,658	83.1	0.2	16.7	
		(vii) Gooty	214,774	164,584	12,845	37,345	76.6	6.0	17.4	
(*) Talukwise Tamil speaking population are not readily available.										
II. CHITTOOR		(i) Chandragiri .	165,066	Telugu 135,802	Tamil 16,240	13,024	Telugu 82.3	Tamil 9.8	7.9	
		(ii) Kalahasti .	137,076	122,308	9,876	4,892	89.2	7.2	3.6	
		(iii) Chittoor .	340,917	205,358	120,307	15,252	60.2	35.3	4.5	
		(iv) Puttur .	229,566	147,939	77,886	3,744	64.5	33.9	1.6	
		(v) Truttani .	232,880	87,464	140,961	4,455	37.6	60.6	1.9	
		(vi) Palmaner .	169,565	117,184	27,228	10,551 (Kannada) 14,602 (Other languages)	69.1	16.0	6.3 (Kannada) 8.6 (Other languages)	

III. SRIKAKULAM

	Telugu		Oriya		Other languages.	Telugu	Oriya	Other languages.
(i) Ichhapuram	78,478	55,059	23,037	382		70.2	29.2	0.5
(ii) Tekkali	165,890	146,765	14,913	4,212		88.5	9.0	2.5
(iii) Sempeta	130,180	93,424	33,152	3,604		71.8	25.5	2.7
(iv) Palahapatnam	203,529	162,552	21,017	19,277	Savara.	79.9	10.3	9.5 Savara.
				683	Other languages.			0.3 Other languages.
(v) Parvathipuram								
(a) Plains	160,085	142,200	4,110	13,775		88.8	2.6	8.6
(b) Agency	31,759	17,214	1,645	6,680	Khend or Jatapu.	51.2	5.2	21.0 Khend or Jatapu.
				5,897	Savara.			18.6 Savara.
				323	Other languages.			1.0 Other languages.
(vi) Salur—								
(a) Plains	152,130	132,922	1,820	17,388		87.4	1.2	11.4
(b) Agency	4,290	509		3,767	Khend or Jatapu.	11.9	.	87.8 Khend or Jatapu.
				6	Savara.			0.1 Savara.
				8	Other languages.			0.2 Other languages.
(vii) Palakunda—								
(a) Plains	282,017	273,119	7,073	1,825		96.8	2.5	0.7

1	2	3	4	5	6	7	8	9
	(b) Agency	17,623	3,009	231	6,210 8,062 111 Other languages.	Khend or Jatapu, Savara.	17.1 1.3	35.2 Jatapu or Khend. 45.8 Savara. 0.6 Other languages.

IV. HYDERABAD :

Hyderabad city . 1,035,722
including Secun-
derabad
Municipal areas and
cantonnments.

Telugu]	Urdu	Other languages	Telugu	Urdu	Other languages
433,760	4,93,371	158,591	40.0	45.8	14.2

V. ADILABAD	(i) Adilabad	Telugu	Marathi	Other languages	Telugu	Marathi	Other languages
	1,101,611	59,461	18,975	9,127	59	19	11 Tribal,
				2,003 Kelami }	Tribal		11 Others.
				424 Lambadi 11,434 Others 187 Unspecified			

(ii) Umoor	.	34,404	4,259	4,516	18,313 Gendi } Tribal 2,791 Kelami } 3,303 Lambadi } 1,219 Others } 3 Unspecified	12	13	61 Tribal 10 Lambadi 4 Others
(iii) Khanapur	.	43,366	32,254	2,135	2,192 Tribal 1,956 Lambadi 4,325 Others 3 Unspecified	74	5	5 Tribal 3 Lambadi 11 Others
(iv) Nirmal	.	121,029	102,396	4,499	630 Tribal 2,531 Lambadi 11,392 Others 81 Unspecified	84	4	2 Lambadi 10 Others
(v) Boath	.	72,372	28,808	[14,872	12,727 Tribal 9,823 Lambadi 6,112 Others 30 Unspecified	40	20	18 Tribal 14 Lambadi 8 Others
(vi) Kinwat	.	73,118	8,215	31,358	11,767 Gendi } Tribal 764 Kelami } 13,867 Lambadi } 7,701 Others } 56 Unspecified	11	43	17 Tribal 19 Lambadi 10 Others
(vii) Rajura	.	75,357	7,167	7,944	15,640 Gendi } Tribal 1,303 Kelami } 531 Lambadi } 2,755 Others } 17 Unspecified	9	5	22 Tribal 1 Lambadi 4 Others
(viii) Sirpur	.	104,091	57,102	30,257	3,956 Gendi } Tribal 2,828 Koya } 154 Manne } 734 Lambadi } 8,940 Others } 120 Unspecified	55	29	7 Tribal 1 Lamba 8 Others

I	2	3	4	5	6	7	8	9
	(ix) Chinnoor	86,117	76,658	5,080	61 Tribal 618 Lambadi 3,570 Others 130 Unspecified	89	6	1 Lambadi 4 Unspecified
	(x) Lakshatipet	98,812	83,058	3,769	5,430 Tribal 1,102 Lambadi 5,389 Others 64 Unspecified	84	4	6 Tribal 1 Lambadi 5 Others
	(xi) Asifabad	92,245	48,764	22,465	11,039 Gendi 1,189 Kelani 2,160 Manne 866 Lambadi 5,618 Others 144 Unspecified	53 Tribal	24	16 Tribal 1 Lambadi 6 Others
VI. Visakhapatnam								
	(i) Srungavaarpuketa :							
	(a) Plains	186,920	185,716	187	1,017	99.4	0.1	0.5
	(b) Agency	38,990	14,074	20,880	3,373 Khend of Jatapur 663 Other languages	36.1	53.6	0.6 Khend or Jatapur 1.7 Other languages
	(c) Gudam (Agency)	109,745	93,770	10,742	106 Gadaba 5,127 Other languages	85.4	9.8	0.1 Gadaba. 4.7 Other languages
	(ii) Veeravalli (Agency)	7,287	6,421	248	618 Khend	88.1	3.4	8.5 Khend.
VII. Malkajgiri								
	(i) Malkajgiri	98,330	85,843	280	Marathi Kannada 3,769	8,423 Others 10 Unspecified	Telugu 87	Kannada 4 Kannada 9 others
	(ii) Malkajgiri	134,769	92,033	4,294	Marathi Kannada 17,282	21,096 Others 64 Unspecified	68	3 Marathi 13 others 13 Kannada

(*) Figures in Urdu population figures are not readily available.

VIII. Medak

	Telugu	Urdu	Marathi	Others	Telugu	Urdu	Marathi	Others	Telugu	Urdu	Marathi	Others
(i) Sangareddy	127,395	108,879	15,436	330	2,750	85	12	2	3	12	3	2
(ii) Vikarabad	115,952	95,464	17,240	497	2,751	35	14	4	7	14	3	7
(iii) Andel	138,810	120,346	12,716	1,052	4,694	1	9	2	7	9	2	7
(iv) Medak	132,638	120,443	8,027	67	4,101	10	8	1	1	10	8	1
(v) Siddipet	186,776	178,774	6,287	707	1,008	65	7	3	7	65	7	3
(vi) Gajwel	134,699	126,107	7,072	387	1,135	93	6	2	2	93	6	2
(vii) Narsapur	103,961	88,402	10,529	185	4,845	35	1	1	1	35	1	1

IX. Kurnool (*)

	Telugu	Kannada	Others	Telugu	Kannada	Others
(i) Partikenda	126,848	113,650	2,042	11,156	89	6
(ii) Alur	122,324	77,692	34,870	9,762	63	5
(iii) Adeni	224,785	129,797	50,358	45,630	57	7

(*) NOTE — Talukwise Urdu speaking population is not readily available.

APPENDIX " I "

Number of Schools (Elementary)

ANDHRA AREA

	Tamīl	Kannada	Oriya	Urdu
Srikakulam	62	1
Visakhapatnam	21
East Godavari	13
West Godavari	20
Krishna East	27
Krishna West	30
Guntur North	88
Guntur South	62
Kurnool	35	..	90
Anantapur	6	..	68
Guddapah	63
Nellore	63
Chittoor	183	..	..	52
	183	41	62	598

No. of Scholars :

Boys	8,954	2,622	3,540	27,046
Girls	4,432	1,338	1,890	32,721

No. of teachers :

Men	260	84	146	1,124
Women	99	39	..	484

Sd. Illegible.

for D. P. I.
Andhra Pradesh.
4-2-58.

Secondary Schools :

ANDHRA AREA

	Tamil	Kannada	Oriya	Urdu
No. of Schools	9	3	2	13 (Of these four are Govern- ment Schools).
<i>No. of Scholars :</i>				
Boys	722	315	144	1,467
Girls	227	9	..	107
	949	324	144	1,574

Training Schools :

Urdu 5 (3 Men and 2 Women) Elementary Grade
Guntur and Kurnool.

(Guntur and Kurnool) 2 Elementary Grade (Govern-
ment).

(Islamiyah-Kurnool) 1 Secondary Grade (Aided).

Tamil One Secondary Grade (Chittoor).

Telangana Area.—(Secondary and Primary Schools)
Narayanpet (Mehboobnagar District).

All Government schools have Telugu, Urdu, Kannada and Marathi media.

Nizamabad :

Boys' Primary	} All have parallel classes in Urdu and Marathi media.
Boys' Middle	
Boys' Multipurpose schools	
Girls' High School (Classes I to X)	

Adilabad :

As in Nizamabad.

Medak :

Zaheerabad :	} Parallel sections in Kannada and Urdu.
Government Middle-cum-High School	

Sd. Illegible.
for D.P. I.
Andhra Pradesh.
4-2-58.

Information Re. Aided Schools in Andhra Pradesh

NOTE :

TELANGANA

Grants are paid on teachers salaries only. The rate of grant is 2/3rd of the net expenditure on salaries minus the fee income at standard rates. The number of teachers for purposes of grant are worked out on the following basis —

Primary Schools	1 teacher for each section.
Middle Schools	1½ teachers for the 1st 3 sections and 1½ teachers for additional sections. In addition 1 P.I.T., 1 clerk, 1 peon, 1 watchman, etc. are allowed.
High Schools	1¾ teachers for each section in the first three High School classes and 1½ teachers for the other sections. The Middle School classes are allowed as per Middle School rates. Besides one H. M. is allowed.

(Sd.) Illegible,

for D. P. I.

4-2-58

Andhra Pradesh.

4-2-58

URDU

High Schools (for Boys)

1. Madrasa Aizza, Malakpet.
2. Asafia High School, Malakpet.
3. Anwarululoom High School, Nampalli.
4. Paradise High School, Lakkad Kot.
5. Islamia High School, Secunderabad.
6. Islamia High School, Warangal.

High Schools (for Girls)

7. Girls' High School, Mozam Jahi Market.

Middle School (for Boys)

8. Ashrapur Madaris, Troop Bazar.
9. New Progressive Middle Schools, Kachiguda.

Middle Schools (For Girls)

10. Minnajusharqia, Barkatpura.
11. Islamia Girls Middle School, Secunderabad.

Primary Schools (for Boys)

12. Rifahul Muslimeen, Feelkhana.
13. Gurba Primary School, Ghansi Bazar.
14. Anwarul Islam Primary School, Maisarum.
15. An-nan Khadunulmuslimeen, Kachiguda.
16. Zia-ul-Islam Primary School, Secunderabad.

Primary Schools (for Girls)

17. An-nan Khadunulmuslimeen, Snakarganj.
18. Gurba Primary School, Hajarajam Nagar.
19. Tolibat Primary School, Mozamachi Market.
20. Muhammadiyah Primary School, Arzaganj.
21. Womem's Association Primary School, Alalapalli.
22. Anjuman Khadunulmuslimeen, Mendanah.

High Schools	7
Middle Schools	4
Primary Schools	11

 22

(Sd.) Illegible,
for D. P. I.
Andhra Pradesh.

 KANNADA
Abstract.

High Schools	High School (Boys)	Narapatunga High School, Hyderabad.
	High School (Girls)	Sarada Karnataka High School, Sultan Bazar.
	Primary Schools . .	Nil

ANDHRA

- 1 High School, Kannada Y. M. Kannada High School,
Adoni.

GUJARATI

High Schools for Boys . . .	Nil.
High Schools for Girls . . .	Nil.

1 Middle School	Middle School for Boys. Middle School for Girls.	1 Gujarati Pragati Samaj Vidya Mandir, Sultan Bazar, Hyderabad. Nil
1 Primary School	Primary School for Boys. Primary School for Girls.	Nil. Gujarati Primary School, Secunderabad.

MARATHI

2 High Schools	High School for Boys High School for Girls.	Vivek Vardhini High School (Boys), Hyderabad. Vivek Vardhini High School (Girls), Hyderabad.
1 Middle School	Middle School for Boys. Middle School for Girls.	Palnitkar Middle School, Sultan Bazar, Hyderabad. Nil.
3 Primary Schools	Primary Schools for Boys.	1. Doura Primary School, Sultan Bazar, Hyderabad. 2. Vivek Vardhini Primary School, Hyderabad. 3. Marati Saraswati Pathshala, Hyderabad.

(Sd.) Illegible,
for D. P. I.
Andhra Pradesh.
4-2-58

HINDI
High Schools for Boys:

- (1) Mufeedul Anam High School, Hyderabad City.
- (2) Dharamavant Hindi High School, Ykutpura.
- (3) Agarwal Hindi School, Charkaman.
- (4) L. M. G. Vidyalaya, High School, Begum Bazar.
- (5) Keshav Memorial High School, Narayanguda.
- (6) Marwadi Hindi Vidyalaya, Begum Bazar.
- (7) Marwadi Hindi Vidyalaya, Hashmat Gunj.
- (8) Hindi High School, Secunderabad.
- (9) Adarsh Hindi Vidyalaya, Nizamabad.

High Schools for Girls :

- (10) Sri Bansilal Balika Vidyalaya, Begum Bazar.
 (11) Mufeedul Anam High School, Hyderabad City.
 (12) Navjeevan Balika Vidyalaya, Ramkot.

Middle Schools for Boys:

- (13) Rajasthan Hindi Vidyalaya, Kasar Hatta.
 (14) Jal Kshatria Prakash Hindi Vidyalaya, Machilipura.
 (15) Kayastha Pathshala, Hussaini Alam.
 (16) Marwadi Hindi Middle School, Secunderabad.

Middle School for Girls :

- (17) Shakti Kanya Pathshala, Husaini Alam.
 (18) Keshav Memorial Kanya Shala, Narayanguda.

Primary Schools for Boys :

- (19) Keshav Memorial Primary School, Narayanguda.
 (20) Gopikishan Badruka Vidyalaya, Mahboobganj.
 (21) Nishulk Prabhat Hindi Pathshala, Khairatabad.
 (22) Veerputra Hindi Vidyalaya, Shakar Gunj.
 (23) Shradhanand Prathamic Pathshala, Keshav Gunj.

Primary Schools for Girls :

- (24) Agarwal Kanya Shala, Charkana.
 (25) Jagdish Hindi Kanya Pathshala, Mahboobganj.
 (26) Parop Karim Balika Pathshala, Secunderabad.

ABSTRACT

High Schools . . .	12
Middle Schools . . .	6
Primary Schools . . .	8
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(Sd.) Illegible,

For D. P. I.
 Andhra Pradesh.
 4-2-58.

APPENDIX "J"

Distribution of population in Kerala State by Mother Tongue (compiled from 1951 Census figures).

Region	All Languages		Mother Tongue						Others	
			Malayalam	Tamil	Konkani	Kannarese	Telugu	Marathi	Gujari	Hindi
Kerala State	Persons	13,551,529	12,665,529	592,968	67,688	47,468	43,576	20,203	6,036	5,920
	Percentage	100.00	93.46	4.38	0.50	0.35	0.32	0.15	0.04	0.04
Trivandrum Distt	Persons	1,327,812	1,517,153	162,653	304	320	2,358	204	388	1,003
	Percentage	100.00	87.15	12.25	0.02	0.02	0.18	0.01	0.03	0.08
Qulon Distict	Persons	2,968,925	2,852,959	94,547	12,873	251	2,616	279	1,003	688
	Percentage	100.00	96.09	3.19	0.43	0.01	0.09	0.01	0.03	0.02
Kottayam Distt.	Persons	1,783,771	1,646,691	124,985	1,766	874	5,621	53	15	236
	Percentage	100.00	92.31	7.00	0.10	0.04	0.31	0.03	0.001	0.01
Trichur District	Persons	2,315,640	2,156,491	90,339	30,655	4,197	11,427	3,297	2,545	2,434
	Percentage	100.00	93.13	3.90	1.32	0.18	0.49	0.14	0.11	0.11
Malabar Region	Persons	4,744,350	4,573,560	119,736	4,183	13,982	21,217	1,474	2,076	1,525
	Percentage	100.00	96.40	2.52	0.09	0.30	0.45	0.03	0.04	0.03
Kasaragod Taluk	Persons	411,031	278,772	708	17,907	27,844	337	14,896	9	34
	Percentage	100.00	67.82	0.17	4.36	6.78	0.08	3.62	0.002	0.01

Population by Region (Tiruvandrum, Quilon, Kottayam and Trichur Districts)

Tract No.	Malayalam		Tamil		Hindi		Canarese		Telugu		Konkani		Marathi		Gurati		Others	
	Males	Females	Males	Females	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	20,776	20,790	53,550	53,825	78	190	60	46	533	522	16	13	2	7	439	202	497	645
2	74,899	70,518	17,648	17,813	470	365	122	92	771	870	112	143	112	78	108	118	1,390	1,302
3	38,261	38,240	52,011	54,715	24	23	67	30	285	133	12	9	3	12	..	..	175	128
4	2,313	1,400	81,709	82,638	11	3	58	33	179	193	..	19	..	..	1	14	45	45
5	16,595	16,511	99,820	94,437	10	..	3	15	23	23	..	..	..	..	..	2	54	98
6	21,318	23,642	87,482	81,629	..	..	..	..	4	11	..	..	11	11	..	..	52	58
7	155,228	152,071	19,226	21,100	4	2	..	..	..	4	..	..	..	..	5	9	25	41
8	83,765	85,586	2,094	2,357	19	13	8	16	39	38	..	3	..	..	..	61	60	..
9	124,935	122,329	3,037	2,726	18	20	..	..	93	89	8	17	..	5	..	..	19	47
10	115,923	126,950	1,358	1,208	4	4	3	9	12	6	..	..	4	..	..	..	410	471
11	53,719	52,337	12,194	11,812	90	99	24	14	456	436	1,157	1,222	22	16	69	..	510	617
12	52,411	49,903	3,583	3,195	199	170	30	25	257	230	1,993	2,080	70	100	555	3	225	221
13	59,830	59,291	17,555	17,193	36	19	24	16	333	213	832	860	8	12	5	..	207	365
14	163,298	166,401	669	440	13	11	6	6	157	8	31	7	6	2	..	..	..	..

I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
15	120,133	120,245	552	576	2	1	5	4	58	47	21	22	..	.	14	..	36	50
16	67,093	66,282	4,115	4,310	7	10	6	5	25	30	2	4		.	..	3	24	31
17	120,711	118,404	12,628	11,224	27	27	8	6	247	250	21	26	..	..	..	3	149	126
18	84,284	85,315	885	796	3	..	4	2	10	..	60	9	..	..	..	..	2	1
19	116,414	117,054	474	245	1	..	1	..	25	12	..	..	..	..	..	1	46	34
20	81,455	84,964	269	255	..	..	2	7	16	9	312	324	..	..	..	..	54	25
21	100,677	104,344	157	135	..	..	5	3	..	..	2	5	..	..	..	..	2	12
22	206,785	208,350	1,031	908	..	1	10	9	10	11	7	4	..	..	..	..	31	37
23	96,141	99,029	539	253	.	2	16	17	..	..	208	200	21	32	..	..	21	29
24	119,177	123,406	286	335	3	5	6	5	22	11	2,046	2,207	..	..	..	..	70	79
25	52,870	50,746	2,324	2,178	15	33	11	16	37	109	542	456	22	4	2	4	115	76
26	39,188	37,099	3,081	2,383	13	4	21	9	37	28	104	109	8	4	..	1	54	51
27	156,108	148,302	489	423	2	3	2	..	46	51	..	..	..	..	.	..	58	42
28	141,893	146,009	1,031	1,057	6	1	44	58	17	30	94	90	3	2	3	1	29	35
29	86,302	87,205	477	722	.	..	21	26	40	57	138	138	..	..	..	.	73	84
30	129,310	128,178	1,473	1,472	50	..	51	61	57	54	..	..	.	.	3	..	98	88
31	33,892	25,755	54,208	51,108	40	42	315	221	2,488	2,326	14	12	.	.	1	..		0
32	77,844	75,652	462	454	2	1	2	..	94	94	94	14	..	..	..	..	30	18
33	114,172	116,166	789	854	22	2	9	7	43	30	1	..	4	6	..	..	20	

Population by Region (Malabar District)

Tract No.	Malayalam		Tamil		Telugu		Kannada		Konkani		English		Urdu		Gujrat		Hind1		Marathi	
	Male	Female	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
203	236,148	253,987	701	370	361	105	151	196	..	..	..	..	6	2	58	..	20	11	19	13
204	158,939	170,925	92	94	114	118	25	20	..	..	1	..	10	9	20	..	14	21	5	13
205	86,573	67,552	1,579	2,745	642	463	3,126	6,223	..	..	29	50	50	53	..	..	42	82	14	3
206	247,215	255,915	300	296	166	206	..	6	7	2	3	..	1	2	..	..	5	..	..	..
207	176,785	178,857	595	184	212	325	96	80	..	..	21	22	21	31	172	3	15	1	6	8
207(A)	6,799	185	7	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..
208	285,442	295,006	462	439	53	105	76	56	..	..	..	..	3	2	..	..	..	..	13	..
209	248,164	270,001	830	1,111	58	757	513	148	..	1	..	..	28	67	..	..	19	35	4	..
210	155,065	167,542	77	11	10	72	14	..	..	1	..	..	3	..	..	..	..	3	..	..
211	155,602	21,600	12	14	56	71	52	61	..	..	1	..	..	..	..	..	..	..	..	..
212	205,726	212,060	5,201	5,512	5,515	5,486	1,090	1,123	..	..	..	..	..	..	..	..	4	67	6	12
234	72,930	7,500	2,065	2,633	694	724	176	233	638	472	68	213	112	15	..	..	65	53	11	5
35	19,732	19,081	12,241	13,175	1,623	1,510	135	107	12	4	5	6	275	270	10	11	80	220	112	140
72	36,802	39,266	1,079	917	259	318	81	83	940	989	183	195	276	139	178	162	126	112	46	39
73	53,699	56,468	1,563	1,408	240	207	33	29	22	22	29	30	63	40	77	48	6	5	47	2
74	38,261	39,599	710	566	60	53	14	14	555	512	638	664	166	185	58	29	82	94	289	463

Tract No.	Arabic	Sindhi	Portuguese.	Hindu-stani	Tulu	Bengali	Irani	Chinese	Italian	Persian	Nepali	Punjabi	Baluch	Sinhalese	Burmese	French	Malayan
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
203					5	I			5	6	II	I		II			
204				4	4												
205			3	3	25	2	4	2	2	3				I			
206									2	7	2		16				
207				55	I	I											
207A																	
208																	
209																	
210					12	5	6	I							I	I	2
211					2	I											
212	108	64			31	31	5	85	10	14	4	3	9	I	4	2	2
34	229	I		11	13							I					
35		146	72		I										3	6	
72	I	4	3	50	101							5	6	I			4
73												4					
74	I		14	39	13	17						I					I

Tract No.	Swiss	Saurashtra	Coorgi or Kedage	German	Pashtu	Slav	Irish	Khend or Jatapu	Rajasthani	Hebrew
203	M	F	M	F	M	F	M	F	M	F
204										
205										
206										
207										
207A										
208										
209										
210										
211										
212										
34	I	7			I				I	.
35										
72			5			I				
73										
74	4	2		4						I

Population by Religion (Kasangode Taluk)

Tract No.	Tulu		Malayalam		Kannada		Konkani		Marathi		Urdu		Hindustani		Tamil		Telugu	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
218	27,191	28,221	129,638	136,552	10,529	10,681	4,258	4,240	7,304	7,299	254	332	667	373	306	301	144	128

	French		Hindu		English		Yerkula Irulakurav		Bengali		Sinhalese	
	M	F	M	F	M	F	M	F	M	F	M	F
I	15	13	..	I	38	31	2	I	..	3

APPENDIX 'K'

Statement regarding admission of Andhra Minority Students into different Technical Institutions

Institution	Number applied	Number admitted	Number not admitted with reasons
1	2	3	4
Orissa School of Mining, Keonjhar.	3	Nil	3 (2 of them could not be selected on merit and the other not selected because his application was received late and the application was defective as the Matriculation Certificate and mark sheet were not attested.)
Orissa School of Engineering, Cuttack.	13	8	5 (Rejection was on the basis of merit).
Industrial Training Centre, Cuttack-Orissa School of Engineering, Cuttack.	Nil	Nil	Nil
Industrial Training Centre, Cuttack-Orissa Poor Industry Cottage, Cuttack.	Nil	Nil	Nil
Automobile and Diesel Training Institute, Cuttack.	3	1	2 (2 candidates did not turn up for interview and also were underqualified for admission).
Industrial Training School, Burhanpur.	Nil	Nil	Nil
Hirakud Polytechnic, Hirakud	4	1	3 (3 did not appear at the interview).
Orissa Veterinary College	1	Nil	1 (He was selected but did not turn up for admission.)
Medical College, Cuttack	19	3	16 (out of the 16 rejected, one did not turn for interview, one though selected did not turn up to take admission, 9 could not compete on merit and 5 were not considered to be permanent residents of Orissa being residents of East Godavari, Krishna, Bellary districts of Andhra).
Utkal Krushi Maha Vidyalaya, Bhubneshwar, (Agriculture College).	2	Nil	2 (of the two rejected, one did not turn up for interview and was not eligible as he had no Mathematics. The other candidate was rejected on merit).

APPENDIX “L”

According to the figures of the 1951 census, the percentage of population, whose mother tongue is Telugu, in each of the Tahsils of Bastar district is given below :—

Name of the Tahsil	Percentage of Telugu Population
(1) Jagdalpur	0 28
(2) Kondagaon.	0 03
(3) Kanker	0 03
(4) Antagarh Narayanpur	0 02
(5) Dantewara	0 07
(6) Bijapur	22 04
(7) Konta	3 01
(8) Bhanupratap Pur	Nil
<hr/>	
TOTAL PERCENTAGE	<u>2 20</u>